

63-103
✓ 104
3/12/24

EXCHANGE
15

LIBRARY
OF THE
UNIVERSITY
OF
CALIFORNIA



THE SIERRA EDUCATIONAL NEWS

Volume XIX

FEBRUARY 1923

No. 2

The Problem of Vocational Ambition

Attention and Efficiency

Action Drawing

Directory of Educational Organizations

Southern Section, C. T. A.

Index to Volume XVIII

A Brown Bread Page

Chicago, February 1, 1923.

TO THE DOMESTIC SCIENCE TEACHERS OF THE NATION:

Of all the delicacies that have been handed down from mother to daughter since the days of the Pilgrims, none have so "passed muster" with generation after generation as have Boston Baked Beans and Brown Bread. Here are some "Reliable Recipes" that have been tested and retested in laboratory, school and home, all the way from Plymouth Rock to the Golden Gate:

BOSTON BROWN BREAD

1 cup of Graham flour	1½ cups of sifted flour
1 teaspoon of salt	4 level teaspoons Calumet Baking Powder
¾ cup of molasses	1 cup of Indian meal
1¾ cups of milk	

Measure the meal and flour after sifting. Add salt and baking powder and sift three times. Add molasses and milk. Turn into a well buttered steamer and steam 3½ hours. The water must boil constantly during the cooking.

BAKED BROWN BREAD

4 cups sifted Graham flour	1 egg
1 cup bread flour	½ cup of brown sugar
2 level teaspoons Calumet Baking Powder	½ cup of molasses
½ teaspoon of soda	2 cups sour milk
	2 tablespoons sour cream

Sift flour once, then measure, add baking powder and soda, and sift three times. Rub sugar and molasses until smooth, then add milk, cream, and well beaten egg, then add flour and pour into a well greased pan, let stand for two hours, then bake in moderate oven 1 hour. This makes one large or two small loaves.

CALUMET BROWN BREAD

1 cup of milk	4 cups entire wheat flour
3½ teaspoons Calumet Baking Powder	3 tablespoons melted butter
½ cup raisins, cut and dredged in flour	¾ cup of water
	1 egg
	¼ cup chopped nuts (if desired)

Melt the butter, add sugar, beaten egg and mix well, add liquids gradually. Mix the dry ingredients and add gradually to first mixture. Add raisins and nuts, and bake in buttered tins 40 to 45 minutes in a moderate oven.

Cordially,

CALUMET BAKING POWDER CO.

4100-4128 Fillmore Street

Chicago, Illinois

ALBERT**38th YEAR****TEACHERS' AGENCY**

25 E. Jackson Blvd.,
Chicago.
437 Fifth Ave., New York.
Symes Bldg., Denver,
Colorado.
Peyton Bldg., Spokane,
Washington.

Our clients are the best
Schools and Colleges and
pay highest salaries. If
deserving of promotion,
they will want you. Send
for new booklet, "Teach-
ing as a Business."

THE FISK TEACHERS' AGENCY

2161 Shattuck Ave.
Berkeley, California

We Specialize in the Promotion of Teachers from Small to Large Schools

Registration Free. Experienced and Successful Teachers Constantly in Demand.
Other Fisk Offices: Boston, New York, Pittsburgh, Memphis, Birmingham, Chicago, Denver,
Portland, Los Angeles. Send to any office for registration forms and circulars.

The Agency you will eventually join *Why Not Now?*

Western Teachers' Exchange

Denver, Colo.

Berkeley Bank Bldg., Berkeley, Calif.
Chicago, Ill.

Minneapolis, Minn.

Professional Placement for Progressive Teachers Discriminating Service to School Officials

THE J. M. HAHN TEACHERS AGENCY

Rests on a record of ten years of successful teacher-placement in California.
Serves all Educational Institutions—Kindergartens, Elementary and Second-
ary Schools, Normal Schools, Colleges, and Universities.

No registration fee

Correspondence invited

J. M. HAHN

Blanche Tucker } Managers

Phone Berkeley 811

Rooms 35-38, 2161 Shattuck Ave.
Berkeley, California



Edwin H. Flagg Studios
Facilities • Experts • Results

90% of all
Stage
Equipment
on the coast
is from the
Edwin H. Flagg
Studios

Design, Construct and Install Modern Unit
Scenery, Fabric and Velour curtains, Proper-
ties and Lighting Effects. Also Maintain a
Helpful Service Gratis. Drops or Complete
Productions for Rent.

STUDIOS:

1638-04
LONG BEACH AVE.
LOS ANGELES

1873-83
MISSION ST.
SAN FRANCISCO

**The Draper Sanitary
Roller Shade**

The Draper Line of Adjustable
Cotton Duck Shades

Manufactured by


The Luther O. Draper Shade Co.,
Spiceland, Ind.

Are distributed by

C. F. WEBER & CO.

985 Market Street
San Francisco

Say you saw it in the Sierra Educational News



When Business Saps the Vitality

the executive who keeps this invigorating and thirst-quenching tonic upon his desk and refreshes himself with a teaspoonful of

Horsford's Acid Phosphate

In a glass of cool water quickly realizes beneficial results. Lack of phosphates may cause nervous and bodily exhaustion. This splendid acid-phosphate tonic assists in replenishing the supply of these strengthening elements in a form both pleasant and quickly assimilated by the system.

Sold by Druggists.

Rumford Chemical Works, Providence, R. I.
D-48 5-18



When a Teacher Needs a Check

Teachers are no more immune to the vicissitudes of life than other folks. There comes a time, in the life of every single one of us, when the sweetest message that the mails can bring is a T. C. U. Check.

If you have ever experienced real rainy days, you know that a check for real money is a real friend indeed.

When you're ill and unable to earn anything—And the Bills begin to rain in upon you—Nothing coming in and everything going out—That's when a Teacher needs a T. C. U. check.

What the T. C. U. Will Do For You

It will pay you \$50.00 a month when you are totally disabled by Accident or Confining Sickness, and \$25.00 a month for illness that does not confine you to the house, but keeps you from work and requires medical attention at least once a week. After your policy has been maintained in continuous force for one year it will pay certain operation benefits in addition to other benefits. It will pay you a 20 per cent increase in sick benefits for two months when you are confined in an established hospital. It will pay you \$50.00 a month when you are quarantined and your salary stopped. It pays regular indemnities of from \$333 to \$1500 for major accidents, or for accidental loss of life. All benefits are doubled for travel accidents sustained through railway, street car or steamboat wreck. Protects during the vacation period as well as during the school year.

If you desire larger benefits, either for accidental death or monthly benefits, the T. C. U. will supply your needs at a proportionately increased premium charge.

Everybody's doing it now—joining the "Don't Worry" club by letting the T. C. U. share the risk of loss of income by reason of Sickness, Accident and Quarantine. Always the sensible course, it has now become the popular one.

We should like to send you a copy of our Booklet explaining fully the benefits of the T. C. U. to every teacher not now a member. Just sign, clip and mail the coupon. It will place you under no obligation whatever.

Teachers Casualty Underwriters
456 T. C. U. Building LINCOLN, NEBRASKA

FREE INFORMATION COUPON

To the T. C. U., 456 T. C. U. Building, Lincoln, Neb.

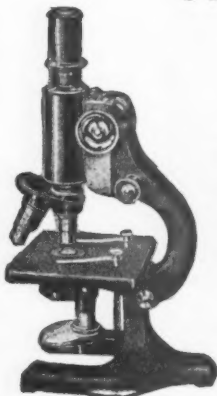
I am interested in knowing about your Protective Benefits. Send me the whole story and booklet of testimonials.

Name.....

Address.....

(This coupon places the sender under no obligation)

SPENCER MICROSCOPE 64 D



The standard for
High School
Laboratories

Complete with
double nosepiece, 16
and 4mm objectives,
10x and 6x oculars.

Price \$66.25

Special Discount to
schools.

Write for Catalog of Microscopes, Dissecting
Sets, Projection Apparatus, Scientific
Optical Apparatus

Spencer Lens Co.

FACTORY, BUFFALO, N. Y.

PACIFIC COAST OFFICE:

417 Market Street, San Francisco, Calif.

SIERRA EDUCATIONAL NEWS

The Official Organ of the California Teachers' Association

Published Monthly by the California Council of Education

Editorial and Business offices, Phelan Building, San Francisco.

ARTHUR HENRY CHAMBERLAIN, Executive Secretary of the Council..Managing Editor

RICHARD G. BOONE, Professor of Education, University of California..Associate Editor

Advisory Editorial Board:

A. H. Mabley, San Luis Obispo

Miss Ruth Smart, Long Beach

Miss Ella G. McClerry, Sacramento

P. F. Valentine, Fresno

Miss May C. Wade, Berkeley

JAMES A. BARR.....Advertising Manager

MABEL BOGGESE.....Circulation Manager

Entered at the San Francisco Postoffice, January 23, 1906, as second-class matter under Act of Congress, March 3, 1879.

Subscription, \$2.00 per Year

20 Cents per Copy

VOL XIX

FEBRUARY, 1923

No. 2

CONTENTS

EDITORIAL:

Dr. Campbell, President.....	A. H. C.....	72
The New Directory.....	R. C. B.....	74
The Family of Nations.....	R. C. B.....	74
Our County Superintendents.....	A. H. C.....	76
Cloud, Acting Superintendent.....	R. C. B.....	75
A Local History.....	R. C. B.....	76
A Warning Note.....	A. H. C.....	77
What to do with the Boy who is without Vocational Ambition.....	Chester M. Sanford.....	78
Multiple (?) Attention and Educational Efficiency.....	W. Hardin Hughes.....	79
The Vertical, Horizontal and Oblique Directions (illustrated).....	D. R. Augsburg.....	81
Why Join the California Teachers' Association?.....	Mark Keppel.....	82
Directory of Educational Organizations of California.....		84
Radiogram to High Schools.....	Charles E. Rugh.....	92
What Can a Parent Teacher Association Do?.....	Mrs. Harry J. Ewing.....	93
Meeting of Southern Section, California Teachers' Association.....	Arthur H. Chamberlain.....	93
Financial Statement of the Southern Section, California Teachers' Association.....	Geo. E. Bettinger, Treasurer.....	95
List of Exhibitors at Southern Section, California Teachers' Association.....		95
The Kindergarten Progress.....		96
The Reading List.....		96
A Teacher's Reading Circle.....		96
Guide to Reading.....		96
FROM THE FIELD:		
The Southern Section.....	A. M. I.....	97
Call for Physical Education Supervision.....		97
Professional Training of Teachers.....	An Interested Teacher.....	97
Trouble Shooting.....	Horace M. Rebock.....	98
Warning Against Use of Small Type.....		98
Educational Literature.....		99
Notes and Comment.....		107



EDITORIAL



IN its June, 1922, issue, the Sierra Educational News said editorially:

Announcement is made that Dr. Barrows, President of the University of California, has requested
DR. CAMPBELL that he be relieved of
PRESIDENT administrative

work, and, in June, 1923, returned to his former position, Department of Political Science. Scholar, Teacher, Executive, Soldier, Statesman, Man of Affairs, Dr. Barrows is one of the outstanding figures in American life today. As an authority in the field of political science and international relations, we may expect a notable contribution from Dr. Barrows during the next few years. The great wonder is that Dr. Barrows, or any president, or, in fact, any member of the Board of Regents, has been able thus long to survive amicably in the unwholesome atmosphere of the Academic Senate. We hope to have something more specific to say in this connection in a later issue.

During the months past, the daily press of the Bay Region and of the State generally has commented on Dr. Barrows' resignation. Some have hinted at his unwillingness to longer continue in a position where the authority of the executive is a divided one. The Argonaut, with temerity and insight, went to the heart of the matter. It showed how impossible it was for a president to continue where the Academic Senate, clothed with powers bestowed by the Regents, took upon itself the prerogatives of the executive. The Argonaut more than once expressed the hope that Dr. Barrows, resigned, would succeed Dr. Barrows, President.

The editorial policy of the Sierra News warrants it in taking up for consideration and discussion only such matters as have state-

wide application. The University of California is however, a state institution. Its acts, and the results of its work, are state-wide. Its administrative policy has an effect upon education and administration the country over. President Barrows has uttered a disclaimer as to the alleged cause for his withdrawal. His loyalty to the University is to be commended. But those who have followed the course of events at our State University, know that the Sierra Educational News, in the utterance quoted above, merely hinted at the depth of the disturbance in Berkeley. For years there has been an inner circle in the Board of Regents; and for years there has been an inner circle in the Academic Senate. These inner circles, dominated by motives less social than personal, have carried matters with a high hand. An Academic Senate or Faculty Council or Advisory Committee should prove a valuable adjunct in the administration of a great university. But there must be cooperation, not conflict. And when the better disposed members of an Academic Senate are inactive and a small group dominates, it is inevitable that there should result such a situation as has developed at Berkeley.

These reflections are occasioned on the announcement of the appointment of a successor to Dr. Barrows. We hardly know whether to congratulate President-Elect Dr. W. W. Campbell, or to commiserate with him. It is assumed that the Regents have looked far and wide for a successor to Dr. Barrows. The names of a number of prominent men throughout the nation have been suggested, and now the Regents have come home and have selected a man who, for many years, has been a member of the faculty of the university. Dr. Campbell is a man of more than local prominence. As a scientist he is nationally known, indeed, internationally known. For many years

he has been the Director of Lick Observatory, on Mt. Hamilton. His researches are looked upon by astronomers and scientists throughout the country as authoritative in the highest degree. Indeed, the work upon which he is now engaged promises to confirm or reject some of the most significant theories in science now before the world.

It is understood that Dr. Campbell is to retain his present position as Director of the Observatory. The Sierra Educational News does not wonder he desires to do this. A man who, for half a life time, has given the best that is in him to scientific researches, and who, at this moment is working upon the most important problem that has ever commanded his attention, would hardly wish to drop entirely his life's work, that he might enter upon the duties incident to the administration of a great university. It is stated that Dr. Campbell proposes to later name an assistant director, who will be responsible for the details of administration, thus leaving the president free for his researches and larger administrative problems. Herein lies one great difficulty. The presidency of the University of California is a man's job. The shouldering of certain responsibilities upon others is, of course, good administration. We raise the question, however, as to whether this plan is not exactly in line with the desire of certain members of the Board of Regents and a very active group in the Academic Senate.

One of the great dailies of the Bay District, speaking of the matter editorially, says: "He (Dr. Campbell) will still be Director of Lick Observatory, but no man can minutely direct a great scientific institution and at the same time administer the very complicated affairs of the University of California." There is clearly an implied question and doubt in the utterance of this editorial. The Sierra Educational News has no occasion whatever to criticize the appointment of Dr. Campbell. The mere fact that his work thus far has not been in line with the experiences demanded in the administration of a great university, does not

at all imply that Dr. Campbell does not possess these qualifications. One thing is certain. A man, to successfully lead the university at this time, must be possessed of broad outlook, keen vision, sound academic training, the teaching instinct, business ability and a knowledge of men and of measures, such as is possessed by few. More than this, and of chief importance, he must be a man, who, while of broad sympathies and humanistic insights, will be no respecter of persons. He must be willing and ready to handle the affairs of the university in such fashion that, having decided upon a policy, he will not be dissuaded by political influence or jealousy or personal ambition or narrowness on the part of any individual, or set of individuals, within the university, or out of it. He must be wise, just and fearless.

Such a man, it is the hope of the Sierra Educational News, the Regents have found in Dr. Campbell. He should seek aid and suggestion from any source whatsoever. We trust that his long connection with things scientific has not so isolated him from the state at large that he will be unable to evaluate public education in its proper terms. We frequently speak of the university as being the capstone of the educational system. It is the capstone only in the sense that it is the last institution of learning, save the more important school of actual life in which the student's lot is cast. The average university professor appreciates all too little the fact that more important than the university is the secondary school, and that more important than the secondary school is the school of elementary grade. And only as the university has a knowledge of and appreciation of the work of these institutions, and only as it sees clearly its duty is to take those who come to the university and better prepare them for the every day work of the world, will the university be fulfilling its proper function. We wish Dr. Campbell every success.

A. H. C.

As we go to press the Legislative Committee of the C. T. A. is in session at Sacramento.

A YEAR ago we published the third Directory of Educational Organizations in California. It had been contemplated to include in one list both the professional and the non-professional bodies as they concerned education. The number was found to be so

THE NEW DIRECTORY

great that neither journal nor bulletin space was available. Hence the selected list of distinctly educational societies. These alone numbered something like 200. Of the citizens' civic, business and philanthropic clubs and associations maintaining educational committees or departments as constituent elements of their organizations, there were as many more. Judging from the responses received the Directory as finally issued, January 1922, was found serviceable to, not teachers alone, but to many interested persons besides. Early in the current school year a letter was sent out to the officers asking information of changes that should be incorporated in a reprint. There was indicated a double purpose in the publication for this year. It was to be a record of such societies and their officers; but by action of the C. T. A. Board of Directors the entire list was constituted a "State-wide Committee to serve as a General Committee on Legislation during the current session of the State Legislature." A weekly bulletin is to be sent to at least one officer of each organization, giving information of proposed measures in both Houses as they concerned California schools. It is a trifle disconcerting that so few responses came from organization officers. Approximately one third of them indicated the officers or committees to whom should be sent this bulletin. For the rest, it will be sent to the president or the secretary for the last year trusting it may reach the body of members.

THE BULLETIN

NO such attempt has been made in California, probably none so comprehensive in any other state to enable teachers to keep in touch with the legislative procedure of interest

to them. The officials receiving the report, or the Committee on Legislation of each local organization "is expected to act as a clearing house in their respective localities keeping the teaching body generally in touch with the progress at Sacramento" through frequent meetings and conferences. It promises an excellent opportunity for exerting an informed and united influence in shaping needed school legislation, or in warding off what may be vicious or conflicting. Beside, the Legislative Committee of the Council, of five members, headed by President Mark Keppel should be greatly aided and supported to come to wise conclusions. It will be readily understood that not all members can be furnished with the bulletin directory; but, indirectly, through local means, every one should have access to such information as it provides. If, early in the year, it should be found that the bulletin is not reaching the right persons, or not, for any reason, coming to the members, corrections or additions may be made to the mailing list and will be gladly and promptly attended to in this office. This is meant to be a service to C. T. A. members particularly, which will have justified itself to the extent to which it is used.

R. G. B.

THE wisdom of sympathetic cooperation with Europe to improve the conditions of civilization is conceded and, to some degree, appreciated. International and inter-continental relations concern all forward-looking peoples. The interest in South American

civic and economic life is growing in the United States. There are sporadic, and fleeting impressions that to the multitudinous Asiatic people

we owe something, and from whose nascent civilization certain distinct benefits may be derived by us. Cooperation is the watchword, and a cementing education is the means by which each is to be advantaged. Whatever may be one's convictions on the merits of a more or less exclusive protection to our indus-

tries against the encroachments of foreign producers, we must all believe in the free exchange of ideas. There is no nation, perhaps, whatever may be its degree of civilization, but has something to offer others, that might be to their profit. The returns would be commensurate with the lack of prejudice, respect for their ideals, their racial temper, their centuries old institutions, their ideas of morality and the arts, their standards of authority. The law would seem to be giving what we have in a way to advantage them and receive from them such resources of mind and soil and intercourse as we can use. It is not so much a question of the white man's control of the Tropics, as their and our sharing with them the resources of the Earth and of man. Slowly the nations are coming to be one great family of peoples whose interests are not antagonistic but common; no one to be exploited, none to be submerged; but each to be free to make its contribution to the family welfare.

LITTLE KNOWN AFRICA

All this has been suggested by reading a report on "Education in Africa" by an Education Commission sent there a year ago. The survey was made by the Phelps-Stokes Fund, under the immediate direction of the United States Bureau of Education. The report discusses the natural resources, health conditions, native capacity and European and American influences as a basis for educational development. As a result of the mission, there are now in, or coming to the United States, delegations of colonial officials, missionaries and educated Africans, to study the activities of the various boards of education funds, Hampton and Tuskegee Institutes, inter-racial education in the South, farm demonstration work, etc. Of resources, Dr. Jones says "there is sufficient evidence of potential wealth to convince the most skeptical that Africa is the undeveloped treasure house of the world." Of health conditions he concludes that "a fair comparison of Africa with other parts of the world (Panama, Cuba, the Philippines, etc.) will undoubtedly show that Africa will respond to modern methods

of sanitation and hygiene in exactly the same way as other continents of similar climatic, economic and social conditions."
 "The most unfair and unfortunate of all the misunderstandings is to the effect that the African people do not give promise of development sufficient to warrant efforts in their behalf." The commission traveled 25,000 miles through west, south and equatorial Africa, and found that in every colony visited, natives occupy positions of importance—physicians, lawyers, and ministers, of university training; clerical positions in government, industry and commerce; in mechanical operations on railroads and in construction; and in teaching. Of tribal societies he speaks approvingly of their folk-lore, their handicrafts, their native music, their well-adapted forms of government and their linguistic powers. There are recommended, finally, "adaptations of education, its organization and supervision, the seeking out and training of native leaders, the world co-operation for the education of all. Here is a problem in which world-thinking American educators may find an outlet for their enthusiasm. The achievement would be like adding a new asset to civilization-resources of nature and man."
 R. G. B.

IT had been planned to include in this issue the portraits of County Superintendents; many of these could not be had, and all have been omitted. In connection with the Directory, however, appearing in this issue, will be found the complete list. There are 30 hold-overs. In Siskiyou and San Bernardino, recent appointees filling out unexpired terms of their predecessors, were re-elected. Sixteen of the 58 counties, therefore, have new officers. A half dozen well known and long-service superintendents were retired. In 23 counties, women are in charge,—16 hold-overs and seven of the newly elected. Notwithstanding the unfortunate dependence upon popular election in the

OUR COUNTY SUPERINTENDENTS

choice of this important school officer, California has suffered less in the turn-over than have many states. Through a period of years, about 60 per cent of the officers have had a fairly continuous service. The length of term in this State, too, adds to the permanency. It yet remains true, however, that the average length of service actually attained is little more than the average tenure for teachers generally, say five or six years. Were it not for the somewhat closer supervision by the State Department than most states provide, the effect of frequent changes and the haphazard selection of such officials, the effect upon the schools would be even less satisfactory. Mediocre fitness even for County School Administration is more acceptable if well supervised, than a shifting, isolated, fairly expert service, ill-adjusted to a state-wide, consistent policy running through the years. The News extends congratulations to these men and women and bespeaks for them the confidence of their patrons and devoted service to the educational interests of their constituents. So far as known, no one of them is in office because of a political bias. All have had teaching experience and under recent legislative provisions should plan for closer supervision of teaching, making the office mainly educational rather than clerical.

R. G. B.

THE Board of Education of the San Francisco School Department, has with commendable judgment, asked Deputy Superintendent Archie J. Cloud to serve as acting Superintendent of Schools. The term of Alfred Roncovieri expired on January 8th. No

CLOUD
ACTING
SUPERINTENDENT

new selection has been made, and Mr. Cloud has consented to serve until a successor to Mr. Roncovieri is named.

Superintendent Roncovieri has served the city for many years. His has been an elective office. Under the new plan of organization the Superintendent is to be appointed by a Board of Education, now non-salaried. For-

merly the Board was a full-time salaried body. For a considerable period of time Mr. Cloud has been Deputy Superintendent, and in that capacity has always acted as Superintendent during any absence of the Superintendent.

Mr. Cloud is a member of the California Council of Education and Vice-President of the Board of Directors of that body. He is at the present time a member of the State Legislative Committee of the California Teachers' Association; Chairman of the Council Committee on Professional Training of Teachers; Member of the State Committee of Fifteen on High School Survey. He is past Secretary and past President of the Bay Section, California Teachers' Association. He is perfectly familiar with the conditions and needs of the San Francisco schools, and entirely competent to direct the affairs of such a reorganized school system as has been contemplated. He assumes his duties as acting Superintendent with the confidence of the school people of the State.

A. H. C.

ADDED to the several recent books on California history noticed in these columns, another has been announced by the American Historical Society. Mr. Bailey Millard will have out within a year a History of the San Francisco Bay Regions.

A
LOCAL
HISTORY

Mr. Millard is by training a newspaper writer, magazine contributor and editor and wields an exceptionally facile pen. It is promised to be "something different." Historical accuracy will not be sacrificed; but the ruts of the learned annalists, the traditional chronicling of governmental legalisms and much heralded official doings, will be avoided or given new settings. The author promises "to throw a little of the story-teller and the newspaper writer" into the work. It will be something worth while to see the population of a great and important region in their daily living and doing, their several attitudes toward life and institutions and their marvelous natural environment, their cosmo-

politanism and the social standards. These are not the things conceived of by the trained and manacled historian. They elude his calculated and narrowly political record. Yet, beyond laws and rulers and contractual intercourse and the prescriptions of authority, they shape our living and express our faiths. The attempt to chronologize a people in their development is but superficial. History as generally written is academic and time-bound. It is merely a record, not the thing itself. We come to apprehend laws and names and official acts, the impositions of authority, the time and nature of conquests and domination; but there is no image of the ideals and behavior of the people in their homes and social groups and occupations and ideals. Yet these constitute the business of living and achieving. From them are derived governments and constitutions and parties and established public order. They are basic; and he would render a real service to us who can image to us the privatest and personal and day-by-day virtues and aspirations; the frailties indeed, the moral and civic vagrancies of a people. Mr. Millard's press experience, his evident featuring skill, if accompanied with a true history sense of conditioning influences, should make the History of the Bay Regions have something of the atmosphere of an original document.

R. G. B.

FROM many sources there comes favorable comment of the great educational meetings held in Los Angeles in December.

When the returns are all canvassed, one of the most significant sessions seems to have been that of the Schoolmasters' Club. The first speaker was Dr. McMurry and almost at once he launched into a calm, deliberate characterization of the test and measurement mania now so much in the popular mind. Dr. McMurry declared his belief in the value of educational tests moderately used by those who understand them and know how. He expressed the opinion that with

proper evaluation of the worth and scope of tests, the work would grow and the effects be far-reaching for good. He deplored, however, the loose manner in which these tests are now used by many and disclaimed the sweeping claims made for them by some of the so-called experts whose enthusiasm is beyond their educational understanding. Like many a new idea, or well-tried, old principle given modern scientific trend and treatment, it has reached an extreme and re-action is now resulting. In a dispassionate but searching way, Dr. McMurry analyzed the test and the testor. He showed how impossible it is to measure and evaluate and catalogue certain intangible qualities and attributes of the human mind through mechanical means.

That this address struck a responsive chord, was evidenced in no way better than the fact that each succeeding speaker laid aside his text and prepared speech, that he might add his "me too" to the pronouncements of Dr. McMurry. Dr. Lindley of Kansas in an unprejudiced way showed how some real dangers were resulting from over-zealous work in the field of testing. Dr. Halleck, Mr. Foley, and Superintendent Wood all spoke out in no uncertain terms. The latter showed that the most prominent exponents of scientific measurement—our best-known specialists in this line—had frequently to reverse themselves in their findings. This in itself may not be an argument against tests and measurements. It illustrated, however, need for caution. Incalculable harm may be done the boy or girl unless great care is exercised. Improper tests and false conclusions may tend to ruin a pupil's spirit and so discourage and dishearten as to make it impossible for him to do his best work and later adjust himself to his proper place with his fellows. The professional testor seems not yet to fully realize that there are some phases of the human mind that do not lend themselves to a mathematical rating.

A. H. C.

National Department of Superintendence,
Cleveland, Ohio, February 24—March 2.

WHAT TO DO WITH THE BOY WHO IS WITHOUT VOCATIONAL AMBITION

CHESTER M. SANFORD

Vocational Lecturer—Redfern Lyceum Bureau

FREQUENTLY parents and teachers are distracted with boys who persistently refuse to entertain a serious purpose in life. To appeal to them is extremely difficult as they seem to be without either interest or ambition. So far as worth-while things are concerned, they are devoid of enthusiasm. Any attempt to stimulate them, to plan their lives is disheartening, as such planning would require thought on their part, and they are too lazy or unconcerned to think. Should solicitude on the part of parents or teachers cause them to press the matter, in all likelihood they would receive from each the following reply: "Oh, quit your preaching at me; don't bother me." And this retort precisely expresses their attitude, for they do not want to be bothered. They refuse to be made uncomfortable. For them to drift with the current is so much easier than to row against it that they insist on drifting. They aptly express their feelings when they say: "Shucks, why should we worry?"

To parents and teachers who see life in its larger significance, boys possessed of this attitude toward life are a source of grave concern. Conscious that the bread lines in our great cities and the cells in our prisons are filled with men, who, when boys held precisely this viewpoint, they feel that something must be done. But what can they do? The first temptation is to resort to nagging; which, it is needless to say, results in failure.

If we are to assist boys of this type, we must first diagnose their cases that we may discover the causes for the malady that has overtaken them.

This diagnosis should begin with a careful examination of the health of the boy under consideration. If, for any reason, a boy hasn't good health, he can hardly be expected to be alert, responsive, and ambitious. Often with the removal of his adenoids or diseased tonsils, he is transformed. In some cases properly adjusted glasses have so improved the boy's vision as to change his entire attitude toward life. In other cases the colorless, listless boy is found to be suffering from heart leakage or faulty elimination.

A worth-while examination of a boy's health should, of course, take into account his per-

sonal habits. Though fond parents are loath to entertain the thought, nevertheless, self-abuse is the source of difficulty in multitudes of cases. This habit, that is much more prevalent than many would think, is sure to rob a boy of the will power and aggressiveness so essential in any serious attempt to attack and solve life's problems. Usually the first step toward instilling life-career motives within a boy who is a victim of this habit is to break the habit. In some cases, however, it is possible by patient effort to help a boy to form such a clean-cut vision of his life work that the life-career motive will help him to break the habit. This is particularly the case where it has recently been formed. If on the other hand, the habit is of long standing, the boy's will power has become so weakened as to make it impossible for him steadily to cling to a life-career ideal long enough to break the habit.

Or a boy may have formed the cigarette habit. That is even more universal and almost as deadening. It is a recognized fact that a boy's heart continues to grow until he is nineteen; in other words, the full-grown boy of seventeen or eighteen hasn't a fully developed heart. For boys to form the cigarette habit before they have reached nineteen or twenty is especially injurious as it retards and often actually stops the growth of the heart. It is self-evident then that a boy with defective heart action is handicapped in his effort to meet life's problems. True, after a boy has smoked a cigarette, he is likely to be "full of pep," but soon a reaction sets in that calls for another cigarette. Thus the boy who has formed this habit lacks the steady purpose that is so essential to success. He may excel as a day dreamer, but lacks the pluck and endurance to make these dreams come true.

Furthermore, our diagnosis should include a study of the manner in which a boy spends his leisure hours. If he is found to loaf around pool rooms, it is little wonder that he lacks vocational ambition. Unfortunately in the average pool room, he comes under the influence of a gang of idle drifters who do little else than "live off the old man." The members of this gang, lacking ambition to go through high school themselves, are naturally

so jealous of those who continue in school that frequently they taunt and jeer them. Even for boys with well defined vocational ideals, these taunts are difficult to withstand; but for aimless lads, who because of their aimlessness, are mere putty moulded and shaped by every passing whim, such taunts in most cases are disastrous. In the light of the above, then, parents and teachers who desire their young people to attain the heights, must exercise great tact and diligence to keep them under the influence of those who radiate life ideals, rather than those who destroy them.

Few agencies are more effective in the destruction of worth-while aspirations on the part of our boys and girls than a majority of the moving pictures now shown. For every picture that inspires and elevates, there are two that dwarf and degrade. All that most films require of the observer is that he sit passively and permit himself to be lifted out of the realm of fact into one of fancy. For persons in middle life who are finding life's battles severe and its colors somber, this dissipation may be excusable, but for the Twentieth Century youth whose imagination already is extremely active this over stimulation unfits him so to plan his life that it is within the realm of actual accomplishment.

Loath as we are to admit it, we are forced at times to the conviction that much in modern American life is militating against the best interests of the rising generation. Give a boy a car, spending money, leisure, cigarettes, sex movies, the modern dance, pool in public pool rooms, and the type of literature now so much in evidence on our news stands, and at the same time expect him to step forth with clear vision, knotted muscles, and a will power that will enable him to overcome all the obstacles in his way seems highly absurd. And yet is not that precisely what we are doing?

Many young men lack life-career ambitions

because of the limitation of their vocational horizon. Especially is this true of those who live in the open country or in small towns. So situated, they have no opportunity to study first hand many vocations. Possible the very field of industry for which they are best fitted is so remote that they have never come in contact with it. For example, how can a boy whose dominant ability is mechanical discover himself and develop a vocational ambition if he lives in a village in which there isn't a factory or mill? In fact, I have known of several small-town loafers who became transformed by attending trade schools where they found the lines of work that appealed to them.

In the light of the above, parents should spare no pains in their efforts to enlarge the vocational horizon of young men who lack ambition and vision. Benjamin Franklin once said this of his father: "My father every now and then took me walking with him, and as we walked together we observed printers, tradesmen, carpenters, turners, and braziers at their work, and as we did so my father studied me to see if he could discover where my interests were that he choose for me a life work." Had Franklin's father contented himself with nagging at his boy no doubt he would have killed all his vocational ambition. When, however, he took the time intelligently to enlarge the boy's vocational horizon, he saw as a natural result the birth of life-career ambitions.

Remembering then that in every community there are, on the one hand, influences that chloroform the ambitions and paralyze the will power of youth, and on the other hand, forces that stimulate ambition and energize the will, our duty as parents and teachers is plain. Lofty life-career ambitions very naturally grow amid a suitable environment. Whose business is it to provide that environment?

MULTIPLE (?) ATTENTION AND EDUCATIONAL EFFICIENCY

W. HARDIN HUGHES

Director of Educational Research, Pasadena City Schools

THE reader of this article may discover that its caption is a misnomer. We have attempted to save ourselves, however, by placing a question mark after "multiple." Perhaps the question mark is the most appropriate part of the title since we are treating a topic that is full of questions.

Of course, everyone knows what attention is.

The psychologists say that it is a focusing of consciousness and that it is naturally accompanied by certain easily recognized bodily attitudes. We need only to observe the behavior of individuals when they are intensely interested to know what the signs of attention usually are. We need not depend on the wisdom of psychologists.

Occasionally, however, we witness complicated forms of human behavior which seem to indicate the possibility of multiple attention. History records that a few geniuses like Caesar and Napoleon possessed the marvelous ability of dictating six or more letters simultaneously. We are not prepared to pass expert judgment on this bit of history. We do not know just how rapid the stenographers were in those earlier times, and since stenographers in these modern times are extraordinarily speedy, we should probably look elsewhere than among dictators of correspondence for examples of simultaneous action and multiple attention.

Perhaps the best examples to be cited are those which may be observed in almost any co-educational convention. All of us no doubt—excepting those of us who possess the extraordinary capacity for multiple attention—have marveled at the feats of manual skill which school ma'ams are able to display while giving attention to learned discourses on the latest discoveries in educational science. This, indeed, is an extraordinary accomplishment. Less difficult feats are not infrequently heralded as marvelous. Only this month in the *Scientific American* is an article entitled "Doing Two Things At Once." The several things, however, which Miss Melba, the stage performer, is able to do simultaneously have each, through previous practice, become automatic. All that is necessary in order to keep them going at the same time is to cause the attention to fluctuate successively from one to another. At any given instant, no doubt, her attention is really a single focus of consciousness. Anyway, this is the explanation given by the psychologists.

But what shall we say of the school ma'ams who sew or knit or embroider most artistically while hearing and comprehending every word that falls from the lips of the institute speaker? Perhaps the attention they give is truly multiple. Of course, the elements of their work in hand have become more or less automatic. But attention to the co-ordinated acts cannot be entirely eliminated.

We feel, therefore, that these seeming evidences of multiple attention are suitable for scientific investigation. Up to the present time, no exhaustive research studies in this particular field have been undertaken. Would anyone be surprised to find that those who are capable of this type of multiple attention possess the strongest and most controllable

minds of the entire teaching profession? What if we should discover a very high degree of correlation between manual activities during institute programs and teaching efficiency in general! Of course, all of us have opinions, but these need to be verified. At present, the director cannot find time to engage in the type of research suggested above. He wishes, however, to submit the following list of items which should be considered in such a study:

1. An authentic roster of those who habitually evidence "multiple attention." This will probably include not more than 10% of any school faculty. One superintendent has suggested that the institute attendance card might well have space for recording the number of sessions through which the attendant did handwork.

2. Data concerning the comparative extent to which these "multiple attention" people are interested in different topics. This may be obtained in a variety of ways. Conversation is one good method. A person is likely to talk a great deal along the lines of greatest interests. The bodily attitudes of an auditor when different topics are being discussed is also indicative of interests. If the auditor gradually ceases her knitting as the speaker works up to the climax of a good story and finally ceases her manual activities altogether, her interests are of one type; but if, on the other hand, she continues her knitting and never raises her eyes to the speaker, her interests are probably of an entirely different type. Another brand of interest is indicated when the auditor drops her handwork abruptly and cheers the speaker for declaring that teachers must be paid higher salaries.

For want of space, we cannot continue the list of possible data having a bearing on this special problem. Needless to say, a complete list should contain such items as intelligence levels, professional training, professional growth, products of teaching, refinement in manners, and courtesy in general.

The Department of Research will be glad to cooperate with anyone who wishes to work on this special problem.

(On the following page is the second of a series of three articles on Action Drawing prepared expressly by Mr. Augsburg for the *Sierra Educational News*. Mr. Augsburg's sudden death was chronicled in our January issue, page 53. The third article will appear in a subsequent issue.—Editor.)

THE VERTICAL, HORIZONTAL AND OBLIQUE DIRECTIONS

By D. R. AUGSBURG

California State Teachers College

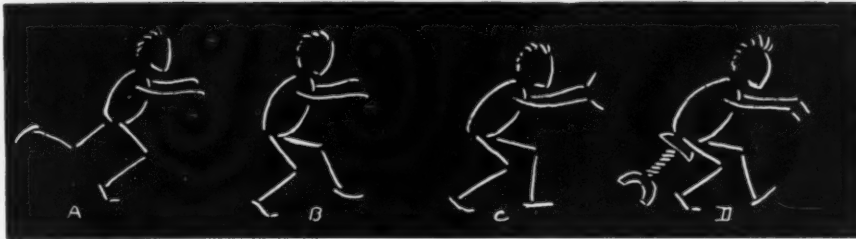


Fig. 1

THE vital element in action drawing is direction.

Direction relates to lines, for it is through the direction of the line that action is represented.

Take the four boys in Fig. 1 as an example. The head, body, arms and one leg of each are alike. The directions of the other leg, one hand and a foot are all that were changed to represent such diverse actions as running, dancing, catching a ball and playing a piano.

There are three directions: the vertical, the

horizontal and the oblique. These directions are represented by straight lines, inward curved lines and outward curved lines.

In Fig. 2 the arms and legs of A are vertical; of B, horizontal; of C, oblique; of H, inward curved; and of I, outward curved. By combining these lines—the straight and the curved—practically the whole range of animate action can be represented. Observe in F the action of the inward and outward curves alternating. The same combination is also shown in G, H, I and J.

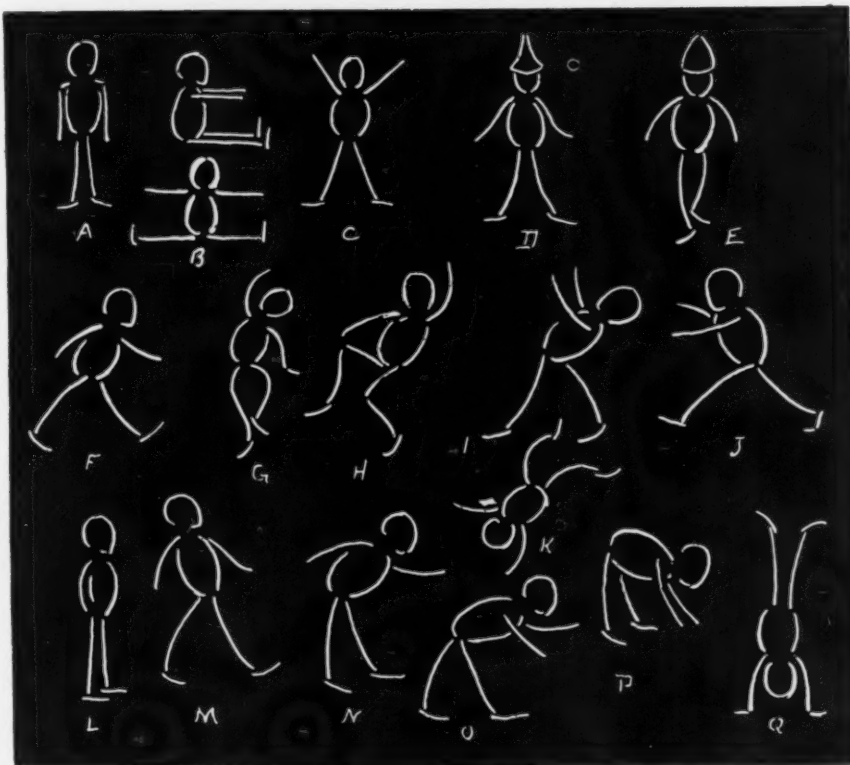


Fig. 2

Not only the arms and legs may be vertical, horizontal and oblique, but the body and head as well. In L of Fig. 2, for instance, the body and head are vertical. In M and N they are oblique, and in O and P nearly horizontal.

Action drawing is best taught through the copy; all other ways are difficult. A very good method is shown in Fig. 3.

Draw on the blackboard an armless boy similar to A, and let the class draw the same. Add horizontal arms, as in B. Then, after the class has followed suit, review the drawing from a distance of six or eight feet and, if necessary, make corrections.

Now erase the arms and draw them vertical, as in C. Erase again and make them vertically downward, as in A of Fig. 2. Then draw them obliquely downward (D, Fig. 3), and obliquely upward, as in E.

F and G show how the three directions of the arms, in both inward and outward curves, may be added to A in the same manner. The curves are alternated in the second row.

By learning and using the three directions in this manner an orderly variety is gained, and the pupil knows what to do with the arms and legs when drawing the human figure in action.

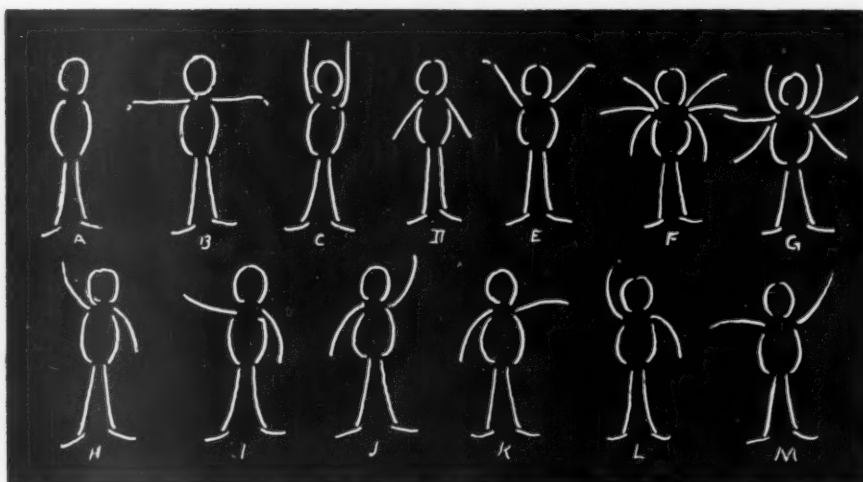


Fig. 3

WHY JOIN THE C. T. A.?

MARK KEPPEL

President California Teachers' Association and California Council of Education

TO THE TEACHERS OF CALIFORNIA:

PRESIDENT Busch has requested me to discuss with you the question why each teacher should be a member of the California Teachers' Association.

The California Teachers' Association is the outstanding teachers' organization of California, composed of more than 16,000 teachers. It operates through six sections, and a Council of Education. It is most nearly of all teachers' organizations a state-wide society. Its aims and purposes are state-wide. It tries to do the work that a state organization ought to do. It operates on the theory that teaching is a profession, the greatest of all professions. It came into being as an expression of the fact

that human progress depends upon human thinking and human effort; and that human progress advances most rapidly as the result of united and enlightened effort. Who should belong to the California Teachers' Association? Each and every teacher. Why? Because teachers are members of a great profession, and because of what needs to be done by the profession, for the professor and for the state.

What does it cost? Membership costs 300/365 of a cent a day, or \$3.00 a year. The fee is divided and the local section retains and uses \$1.00, and \$2.00 is paid to the state organization. The purposes for which the dollar fee is to be used by the section are set forth in

the program of this annual meeting. The state organization uses its \$2.00 fee to publish an official Journal which is sent to each member of the Association; to maintain offices in San Francisco and Los Angeles, and to render every kind of service that needs to be performed by such an organization. What has this organization done? Its greatest achievement is intangible, but real and potential. It has broken down provincially in a very large measure and has replaced it with mutual understanding, mutual effort, and community of purpose. It has laid broad and deep the foundation for a united California, and has written into popular understanding and popular support its battle cry: equality of educational opportunity for every child, made possible by levying the taxes where wealth is, and by distributing the money thus secured where the children are. Tangible, outstanding achievements are:

1. A tenure law which, while imperfect, is nevertheless a great improvement over the old condition which prevailed when dismissal was possible at any time and for any cause or for no cause.

2. The establishment of a Retirement Salary system. This system has been in operation between nine and ten years. Under its beneficent sway more than 800 aged teachers have retired and are each enjoying a salary of \$500.00 a year in their old age. Moreover, the permanent fund has grown from nothing to more than \$1,300,000.00 in that time and is steadily increasing.

3. The C. T. A. made the greatest campaign of 1920 for constitutional amendment No. 16, which amendment to the State Constitution lifted the heavy hand of poverty from the rural schools of California.

There is much to be done. There will always be much to do if progress is to continue. Teachers must lead. They cannot afford to plod at the rear in the march of human progress.

The forces of selfishness and of reaction are always active. Therefore we must fight eternally to hold the ground we have already won. Besides holding the ground already occupied, we must go on to higher ground.

In the immediate future there is great need for laws which will secure decent living quarters for more than 700 teachers who are trying to teach school in the rural schools of California, but are hindered by unfit living conditions.

Likewise, there is need for a law which authorizes the schools to furnish food to children at noon at actual cost. This neglect of a great duty and of great opportunity is costing the state a fabulous sum that is worse than wasted. Undernourished children cannot develop properly, nor do average work. They are retarded in their own development, and retard the progress of all children and increase the cost of education very greatly.

The Association needs to perfect its Placement Bureau, so that it may help every deserving teacher find a place whenever the teacher is unemployed.

The Association must improve its official Journal.

The Association must study the problems of education, and must be ready to help solve them in the right way.

To do this work, requires money. The work cannot be done by one nor by a few. It can be done by all at a very moderate expense to each. Those who stay out, who refuse to help, simply lay their share of the great load on the shoulders of those who are members. The advantages which result from the work of the Association flow in almost equal measure to those who join and to those who refuse to join.

It seems that the fine sense of justice which rules in the lives of all of us should inspire each of us to join the California Teachers' Association.

TELEGRAM FROM PRESIDENT OF N. E. A.

The following telegram was sent by President Owen of the N. E. A. to the C. T. A., Southern Section, recently in session at Los Angeles:

California Teachers' Association,
Southern Section:

The National Education Association extends cordial greetings to the teachers of the Southern Section of the California Teachers' Association and wishes this Association the greatest meeting in its history. There are striking

evidences of progress in professional organization and in education generally throughout the country. Continued progress can be insured through the organized educational forces of the Association. The National Association suggests that you adopt some such slogan as "a membership of 250,000 and a 100 per cent service to the profession," and that plans be made for special trains to the great meeting in Oakland-San Francisco, July 1-7. The National Association appreciates the support and cooperation of the teachers of the Southern Section of the California Teachers' Association.

Directory of Educational Organizations of California

CALIFORNIA TEACHERS' ASSOCIATION

BOARD OF DIRECTORS

A. J. CLOUD, San Francisco.
E. MORRIS COX, Oakland.
WINIFRED N. WEAR, Chowchilla.
CECIL M. DAVIS, Santa Cruz.

J. F. WEST, Pasadena.

S. M. CHANEY, Willows.
GEO. C. JENSEN, Eureka.
SARA L. DOLE, Los Angeles.
MARK KEPPEL, Los Angeles.

COUNCIL OF EDUCATION

Bay Section:

BEN BALLARD (1923), Santa Rosa.
ETHELIND BONNEY (1924), 1213 So. California St., Stockton.
A. J. CLOUD (1925) Acting Supt. Schools, City Hall, San Francisco.
ALBERT S. COLTEN (1923), 3424 Webster St., Oakland.
E. MORRIS COX (1925), Asst. Supt. Schools, City Hall, Oakland.
C. J. DU FOUR (1923), Supt. of Schools, Alameda.
A. G. ELMORE (1925), Co. Supt. of Schools, Modesto.
E. G. GRIDLEY (Ex-Officio), Oakland High School, Oakland.
J. E. HANCOCK (1925), 532 So. Ninth St., San Jose.
W. T. HELMS (1924), Supt. of Schools, Richmond.
FRED M. HUNTER (1924), Supt. of Schools, Oakland.
GAIL MOODY (1924), 2400 Durant Ave., Berkeley.
BRUCE PAINTER (Ex-Officio), High School, Petaluma.
GEO. M. THIRIOT (1924), Technical High School, Oakland.
MAY C. WADE (1925), 2400 Durant Ave., Berkeley.
H. B. WILSON (1923), Supt. of Schools, Berkeley.

Central Section:

DELBERT BRUNTON (1924), High School, Fresno.
WM. JOHN COOPER (Ex-Officio), Supt. of Schools, Fresno.
MISS M. L. RICHMOND (1924), County Supt. Schools, Hanford.
WINIFRED N. WEAR (Ex-Officio), Chowchilla.

Central Coast Section:

ROBERT L. BIRD (1923), County Supt. Schools, San Luis Obispo.
CECIL M. DAVIS (1924), County Supt. Schools, Santa Cruz.
JAMES G. FORCE (Ex-Officio), Co. Supt. Schools, Soledad.
T. S. MacQUIDDY (Ex-Officio), Prin. High School, Watsonville.

Northern Section:

S. M. CHANEY (1923), County Supt. of Schools, Willows.
E. I. COOK (1923), Sacramento High School, Sacramento.
L. P. FARRIS (1923), (Ex-Officio), Prin. High School, Marysville.
JAMES FERGUSON (1923), Prin. High School, Chico.
MISS HARRIETT LEE (1923), County Supt. Schools, Woodland.
MRS. MINNIE R. O'NEIL (Ex-Officio) (1923), Asst. Supt. Schools, Sacramento.
S. P. ROBBINS (1923), Box 581, Chico.

North Coast Section:

ROBERT A. BUGBEE (Ex-Officio) (1923), County Supt. Schools, Eureka.
GEO. C. JENSEN (1924), Prin. High School, Eureka.
MISS EDITH McGEORGE (Ex-Officio) (1923), High School, Eureka.

Southern Section:

C. E. AKERS (1924), Palm Ave., Riverside.
GEORGE E. BETTINGER (1924), 30 So. Curtis, Alhambra.
GEO. C. BUSH (1925), Supt. Schools, South Pasadena.
A. R. CLIFTON (1924), Super. Prin. City Schools, Monrovia.
WALTER B. CRANE (Ex-Officio) (1923), Prin. Ramona School, Los Angeles.
J. A. CRANSTON (1925), Supt. Schools, Santa Ana.
SARA L. DOLE (1924), Manual Arts School, Los Angeles.
WM. P. DUNLEVY (1925), 2536 E St., San Diego.
MERTON E. HILL (1924), Prin. Chaffey Union High School and Junior College, Ontario.
MISS ISABELLA HILDITCH (1925), National City.
F. E. HOWARD (1924), Prin. High School, Bishop.
IDA C. IVERSON (1924), 1201 West Fifth St., Los Angeles.
JEANNETTE JACOBSON (1924), 202 Trinity Bldg., Los Angeles.
H. C. JOHNSON (1924), Supt. of Schools, San Diego.
MRS. EUGENIA WEST JONES (1925), 318 So. Benton Way, Los Angeles.
MARK KEPPEL (1925), County Supt. of Schools, Hall of Records, Los Angeles.
IRA C. LANDIS (1925), County Supt. of Schools, Riverside.
ROBERT H. LANE (1924), Asst. Supt. of Schools, Los Angeles.
FLORENCE E. MARTIN (1925), 842 Westchester Place, Los Angeles.
WILLIS T. NEWTON (1924), Manual Arts High School, Los Angeles.
H. F. PINNELL (1925), 2027 Budlong Ave., Los Angeles.
A. S. POPE (1924), County Supt. Schools, Santa Barbara.
H. M. REBOK (1925), Supt. Schools, Santa Monica.
MRS. BLANCHE REYNOLDS (1925), County Supt. Schools, Ventura.
A. P. SHIBLEY (1925), Dist. Supt. El Centro City Schools, El Centro.
MRS. GRACE C. STANLEY (1925), Commissioner Elementary Schools, Sacramento.
PAUL E. STEWART (1925), Supt. Schools, Santa Barbara.
W. L. STEPHENS (1924), Supt. Schools, Long Beach.
F. L. THURSTON (Ex-Officio) (1923), 1121 Loew's State Bldg., Los Angeles.
A. F. VANDEGRIFF (1925), Polytechnic High School, Los Angeles.
J. F. WEST (1924), Supt. Schools, Pasadena.
R. D. WHITE (1925), Supt. Schools, Glendale.
ANNA L. WILLIAMSON (1925), 1147 West Twentieth St., Los Angeles.

STATE DEPARTMENT OF EDUCATION

State Board of Education:

E. P. Clarke, Riverside, President.
 Mrs. Carrie Parsons Bryant, Los Angeles.
 Clarence Jarvis, Sutter Creek.
 Mrs. Elizabeth B. Phillips, Porterville.
 Mrs. Agnes Ray, 272 Twenty-third St., Oakland.
 George E. Stone, 137 High St., Santa Cruz.
 Stanley B. Wilson, 203 New High St., Los Angeles.

Superintendent of Public Instruction and Secretary, ex-officio, State Board of Education:

Will C. Wood, Sacramento.

Assistant Secretary: Mrs. Florence B. Argall, Sacramento.

Office of Superintendent of Public Instruction

Superintendent and Director of Education: Will C. Wood.

Assistant Superintendents (Commissioners of Education):

Albert C. Olney, Edwin R. Snyder, Mrs. Grace C. Stanley.

Deputy Superintendent: Job Wood, Jr.

Assistant Superintendent and Director of Foreign Language Schools: Sam H. Cohn.

Assistant Superintendent, Director of Americanization: Miss Ethel Richardson.

Deputy Director of Education: A. R. Heron.

Supervisor of Attendance: Georgiana Carden.

Textbook Clerk: W. S. Dyas.

Secretary to Superintendent: Miss Edna Stangland.

Office of State Board of Education

Elementary Department: Mrs. Grace C. Stanley, Commissioner of Elementary Schools.

Secondary Department: Albert C. Olney, Commissioner of Secondary Schools.

Vocational Department: Edwin R. Snyder, Commissioner of Industrial and Vocational Education.

Miss Maude I. Murchie, Supervisor of Teacher Training Courses in Home Economics.

Jeremiah B. Lillard, Supervisor of Agricultural Instruction.

John C. Beswick, Supervisor of Trade and Industrial Instruction.

W. M. Coman, Supervisor of Rehabilitation.

Physical Education Department: Dr. Herbert R. Stolz, Supervisor of Physical Education.

Miss Winifred Van Hagen, Assistant Supervisor of Physical Education.

Miss Marion H. Ketcham, Assistant Secretary, Retirement Board.

Commission of Credentials: Members—Superintendent Will C. Wood, Commissioner Grace

C. Stanley, Commissioner Albert C. Olney, Commissioner Edwin R. Snyder.

Assistant Secretary: Miss Helen Dimmick.

COUNTY SUPERINTENDENTS OF SCHOOLS

County	Name	Address
Alameda	D. E. Martin	Oakland
Alpine	Mrs. E. M. Bruns	Gardnerville, Nevada
Amador	Mrs. S. R. Greenhalgh	Jackson
Butte	Irvin Passmore	Oroville
Calaveras	Charles Schworer	San Andreas
Colusa	Hattie H. Sauber	Colusa
Contra Costa	Wm. H. Hanlon	Martinez
Del Norte	E. A. Moore	Crescent City
El Dorado	E. J. Fitzgerald	Placerville
Fresno	Clarence W. Edwards	Fresno
Glenn	S. M. Chaney	Willows
Humboldt	Robt. A. Bugbee	Eureka
Imperial	H. C. Coe	El Centro
Inyo	A. A. Brierly	Bishop
Kern	L. E. Chenoweth	Bakersfield
Kings	Miss M. L. Richmond	Hanford
Lake	Minerva Ferguson	Lakeport
Lassen	Mrs. Julia A. Norwood	Susanville
Los Angeles	Mark Keppel	Los Angeles
Madera	Meta N. Footman	Madera
Marin	Jas. B. Davidson	San Rafael
Mariposa	T. B. Price	Mariposa
Mendocino	Roy Good	Ukiah
Merced	C. L. Weaver	Merced
Modoc	C. J. Foreson	Alturas
Mono	Mildred Gregory	Bodie
Monterey	James G. Force	Soledad
Napa	Eva Holmes	Napa
Nevada	Mrs. Ella Austin	Nevada City
Orange	R. P. Mitchell	Santa Ana
Placer	Irene Burns	Auburn
Plumas	Mrs. Vivian Lang	Quincy
Riverside	Ira C. Landis	Riverside
Sacramento	R. E. Golway	Sacramento
San Benito	Catherine W. Gray	Hollister
San Bernardino	Ida M. Collins	San Bernardino

San Diego	Ada York	San Diego
San Francisco	A. J. Cloud (acting)	San Francisco
San Joaquin	Harry Bessac	Stockton
San Luis Obispo	Robert L. Bird	San Luis Obispo
San Mateo	Roy W. Cloud	Redwood City
Santa Barbara	A. S. Pope	Santa Barbara
Santa Clara	J. E. Hancock	San Jose
Santa Cruz	Cecil M. Davis	Santa Cruz
Shasta	Charlotte Cunningham	Redding
Sierra	Belle Alexander	Downieville
Siskiyou	J. W. Miller	Yreka
Solano	Dan H. White	Fairfield
Sonoma	Louis Clark	Santa Rosa
Stanislaus	A. G. Elmore	Modesto
Sutter	Mrs. Minnie S. Gray	Yuba City
Tehama	Mamie E. Lang	Red Bluff
Trinity	Lucy M. Young	Weaverville
Tulare	J. E. Buckman	Visalia
Tuolumne	G. P. Morgan	Sonora
Ventura	Blanche T. Reynolds	Ventura
Yolo	Harriet S. Lee	Woodland
Yuba	Jennie Malaley	Marysville

CITY SUPERINTENDENTS OF SCHOOLS

City	County	Name of Superintendent
Alameda	Alameda	C. J. DuFour
Alhambra	Los Angeles	Charles E. Barber
Bakersfield	Kern	Charles E. Teach
Berkeley	Alameda	H. B. Wilson
Chico	Butte	Chas. H. Camper
Eureka	Humboldt	Geo. B. Albee
Fresno	Fresno	Wm. J. Cooper
Grass Valley	Nevada	J. S. Hennessey
Long Beach	Los Angeles	W. L. Stephens
Modesto	Los Angeles	Mrs. Susan Dorsey
Oakland	Stanislaus	W. E. Faught
Oroville	Alameda	Fred M. Hunter
Palo Alto	Butte	L. M. Trempe
Pasadena	Santa Clara	A. C. Barker
Petaluma	Los Angeles	J. F. West
Pomona	Sonoma	Bruce H. Painter
Richmond	Los Angeles	G. V. Whaley
Riverside	Contra Costa	W. T. Helms
Sacramento	Riverside	A. N. Wheelock
Salinas	Sacramento	Chas. C. Hughes
San Bernardino	Monterey	Arthur Walter
San Diego	San Bernardino	Perry R. Davis
San Francisco	San Francisco	A. J. Cloud (acting)
San Jose	San Diego	Henry C. Johnson
San Luis Obispo	Santa Clara	Walter L. Bachrodt
San Rafael	San Luis Obispo	Arthur H. Mabley
Santa Ana	Marin	Oliver R. Hartzell
Santa Barbara	Orange	John A. Cranston
Santa Cruz	Santa Barbara	Paul E. Stewart
Santa Monica	Santa Cruz	John W. Linscott
Santa Rosa	Los Angeles	Horace M. Rebok
Stockton	Sonoma	Jerome O. Cross
Tulare	San Joaquin	Ansel S. Williams
Vallejo	Tulare	A. W. Ray
Ventura	Solano	E. L. Cave
Visalia	Ventura	Arthur L. Vincent
	Tulare	DeWitt Montgomery

STATE TEACHERS' COLLEGES

Chico	Chico	C. M. Osenbaugh, President
Fresno	Fresno	C. L. McLane, President
Humboldt	Arcata	W. B. Van Matre, President
San Diego	San Diego	Edward L. Hardy, President
San Francisco	San Francisco	Frederick Burk, President
San Jose	San Jose	W. W. Kemp, President
Santa Barbara	Santa Barbara	C. E. Phelps, President

INSTITUTIONS APPROVED TO OFFER TEACHER TRAINING

California School of Arts and Crafts	F. H. Meyer, Director	Berkeley
Leland Stanford Junior University	E. P. Cubberley, Dean	Stanford University
Mills College	Aurelia H. Reinhardt, President	Mills College
Occidental College	Remsen du Bois Bird, President	Los Angeles
Pomona College	James A. Blaisdell, President	Claremont
University of California	Alexis F. Lange, Dean	Berkeley
University of California, Southern Branch	E. C. Moore, Director	Los Angeles
University of Southern California	Lester B. Rogers, Dean	Los Angeles

CALIFORNIA STATE ORGANIZATIONS

CALIFORNIA TEACHERS' ASSOCIATION

CALIFORNIA COUNCIL OF EDUCATION

MARK KEPPEL, Co. Supt. of Schools, Los AngelesPresident
 ARTHUR H. CHAMBERLAINExecutive Secretary

The Association is a Federated Body, governed by corporate law, composed (at present) of six geographical sections or divisions. Each section elects its own officers, works under a constitution that must be in harmony with the By-Laws of the Federal organization and the laws of the State, and holds its own annual meeting. The Council is a delegate body, one representative for each 300 members or major fraction in the Section, elected by the members of each section. The President and Secretary of each Section are delegates ex-officio. Terms of Council members differ according to Section from which they are chosen. Council Meetings, semi-annually, or more frequently; the annual meeting second Saturday in April.

An executive body or Board of Directors of nine is chosen at the annual meeting of the Council, these to serve for one year, and to choose their own President and Secretary. The President of the Board is President of the Council; the Secretary may or may not be a member of the Council, and is the paid executive officer of the Council and of the Association, and is Editor of the Official Journal, THE SIERRA EDUCATIONAL NEWS. Annual dues \$3.00 per year, including subscription to the magazine.

The State organization works through the meetings of Sections, local Councils, and Committees of the Federal Council; initiates and carries through legislation; investigates and reports upon educational issues; proposes changes in methods or curricula or brings forward for consideration advanced propaganda. Only matters of State-wide import are taken up by the Council, which acts as a clearing house for the local bodies.

The State organization, the first of its kind to be organized in any State, is largely responsible for a Teachers' Retirement law, for better tenure, increased salaries for teachers, more adequate financing of schools, higher professional standards, etc. A Teachers' Registration Bureau has been established in connection with the Association. This is the first State Association to organize a Registration Bureau for the benefit of its members.

THE SIERRA EDUCATIONAL NEWS serves as the channel of communication, and to cement together all parts of the State.

CALIFORNIA TEACHERS' ASSOCIATION SECTIONS

Bay Section:

Bruce H. Painter, Supt. of Schools, PetalumaPresident
 E. G. Gridley, Oakland High School, OaklandSecretary

Central Section:

Wm. John Cooper, City Supt. of Schools, FresnoPresident
 Winifred N. Wear, ChowchillaSecretary

Central Coast Section:

James G. Force, County Supt. of Schools, SoledadPresident
 T. S. MacQuiddy, Prin. High School, WatsonvilleSecretary

Northern Section:

L. P. Farris, Principal, High School, MarysvillePresident
 Mrs. Minnie R. O'Neil, City Hall, SacramentoSecretary

North Coast Section:

Robert A. Bugbee, Co. Supt. of Schools, EurekaPresident
 Miss Edith McGeorge, High School, EurekaSecretary

Southern Section:

Walter B. Crane, Prin. Ramona School, Los AngelesPresident
 F. L. Thurston, 1121 Lowe's State Bldg., Los AngelesSecretary

I. STATE ORGANIZATIONS

Association of English Teachers.

BERTHA HALL, Los Angeles High School,

President.

ELIZABETH BAILEY, High School, Long Beach, Secretary.

County Free Library.

MILTON J. FERGUSON, State Library, Sacramento, President.

MRS. MAY DEXTER, Henshall State Library, Sacramento, Secretary.

Educational Research and Guidance.

VIRGIL E. DICKSON, Oakland, President.

JAMES C. DeVOSS, San Jose, Secretary.

Elementary Agriculture Teachers' Association.

F. H. SHACKELFORD, Supervisor, Pasadena, President.

LEE ROY SMITH, Secretary.

Federation of School Women's Clubs.

FLORENCE STAHL, 125 S. Tenth St., San Jose, President.

MISS L. F. BRAY, 1363 Filbert St., San Francisco, Secretary.

High School Teachers' Association.

HORACE M. REBOK, City Supt. of Schools, Santa Monica, President.

ARTHUR H. CHAMBERLAIN, Phelan Bldg., San Francisco, Secretary.

Historical Association (Pacific Coast Branch of the American Historical Association).

PROFESSOR WM. A. MORRIS, University of California, Berkeley, President.

Home Economics Association.

BERTHA PRENTISS, High School, Berkeley, President.

Library Association.

ALTHEA H. WARREN, Public Library, San Diego, President.
ELEANOR HITT, County Library, San Diego, Secretary.

Music Teachers' Association.

EDWARD F. PEASE, Odd Fellows Bldg., Sacramento, President.
MARY F. IRELAND, Odd Fellows Bldg., Sacramento, Secretary.

Physical Directors' Society.

J. M. PIERY, High School, San Diego, President.

Scholarship Federation.

CHARLES S. SEYMOUR, High School, Long Beach, President.

School Library Association.

MRS. GRETCHEN SMITH BOYLE, Huntington Park, President.
MARGARET L. GLASSEY, Polytechnic High School, Los Angeles, Secretary.

Speech Arts Association.

MABEL FARRINGTON GIFFORD, 2300 Van Ness Ave., San Francisco, Secretary.

Superintendents (City and County) Convention.

HON. WILL C. WOOD, Supt. of Public Instruction, Sacramento, Chairman.

Thrift Education.

HON. WILL C. WOOD, Supt. of Public Instruction, Sacramento, Director.

Visual Education Association.

H. S. UPJOHN, 700 Hall of Records, Court House, Los Angeles, President.

Vocational Guidance Society.

WM. H. PROCTOR, Stanford University, President.

II. SECTION ORGANIZATIONS**C. T. A., BAY SECTION****Association of English Teachers.**

EFFIE B. McFADDEN, Teachers' College, San Francisco, President.
BENJAMIN WEED, Mission High School, San Francisco, Secretary.

Association Francaise.

CHARLES J. DUPUY, Girls' High School, San Francisco, President.
MRS. BELLE BICKFORD, 5788 Shafter Ave., Oakland, Secretary.

Association of Grade Teachers.

ELIZABETH E. HAUSELT, 136 Frederick St., San Francisco, President.
ESTHER LEONARI, 1360 Washington St., San Francisco, Secretary.

Classical Association (Branch National Association of Classical League).

JEFFERSON ELMORE, Stanford University, President.
CLARA EDITH BAILEY, Technical High School, Oakland, Secretary.

College Women's Club.

MRS. GEORGE C. COLBY, 355 61st St., Oakland, President.
MRS. JOHN H. KIMBALL, 2744 Ashby Ave., Berkeley, Secretary.

Council of Primary Education.

VIOLET ANDERSON, 686 36th St., Oakland, President.

Evening School Teachers' Association.

D. L. HENNESSEY, 1009 Oxford St., Berkeley, President.

Home Economics Association.

DR. AGNES F. MORGAN, University, Berkeley, President.

Industrial Arts Teachers' Association.

F. R. CAUCH, Vocational High School, 2316 Valdez St., Oakland, President.

Kindergarten Association.

HELEN GREENSFELDER, 104 Third Ave., San Francisco, President.
MISS M. H. YOUNG, 2541 Dwight Way, Berkeley, Secretary.

Mathematical Association.

CLAUDE L. CLAWSON, 220 John St., Oakland, Secretary.

Music Teachers' Association.

ESTELLE CARPENTER, 1152 Sacramento St., San Francisco, President.

Physical Education and Recreation Association.

PROFESSOR ELIZABETH R. STONER, Mills College, President.

School Library Association.

MRS. GRETCHEN SMITH BOYLE, High School, Huntington Park, President.
MARGARET T. GLASSEY, Polytechnic High School, Los Angeles, Secretary.

Schoolmasters' Club.

DR. I. C. HATCH, 142 Hugo St., San Francisco, Secretary.

Teachers of Spanish (Chapter American Association).

DR. M. W. GARHAM, University, Berkeley, President.

C. T. A., CENTRAL SECTION**Home Economics Association.**

LILLIE DAHLGREN, High School, Fresno, President.

Kindergarten Club.

HELEN FARRAND, Fresno, President.
MARGARET SCHRIEBER, 1015 S St., Fresno, Secretary.

Mathematics Association.

W. A. AUSTIN, High School, Fresno, President.

Physical Directors' Society.

HOWARD ROSS, Lemoore, President.

Physical Training Association.

JACK BYFIELD, 237 Blackstone Ave., Fresno, President.

San Joaquin Valley Art Teachers' Association.

FLORENCE GAMBLE, Fresno, President.

Schoolmasters' Club.

DELBERT BRUNTON, 1416 Wilson St., Fresno, President.

C. T. A., CENTRAL COAST SECTION**Principals' Club.**

E. E. BROWNELL, 364 S. Church St., Gilroy, President.
B. M. CORNER, Gonzales, Secretary.

Association of English Teachers.

RUTH D. RADCLIFFE, Watsonville High School, President.
MRS. FLORENCE HUMPHREYS, Salinas High School, Secretary.

C. T. A., NORTH COAST SECTION**Industrial Arts Association.****C. T. A., NORTHERN SECTION****Athletic Directors' Association.****Council of Primary Education.**

MARION BARBOUR, Teachers' College, Chico, Secretary.

Elementary School Principals' Association.

S. P. ROBINS, Box 581, Chico, President.
MISS EMMA VAN HATTEN, 300 J St., Sacramento, Secretary.

Home Economics Association.

LOUIE K. WILLETTS, High School, Sacramento, President.

Schoolmasters' Club.

Dan White, Fairfield, President.

Teachers of Spanish Association.

FRANCIS MURRAY, Technical High School, Oakland, Secretary.

University Women.

ALICE ANDERSON, Chico, Secretary.

C. T. A., SOUTHERN SECTION**Agriculture Association.**

C. J. BOOTH, Chaffey High School, Ontario, President.

Association of English Teachers.

BERTHA HALL, High School, Los Angeles, President.
EDITH SPENCER, Lafayette Junior High School, Los Angeles, Secretary.

Association of Spanish Teachers**(Chapter American Association).**

C. SCOTT WILLIAMS, High School, Hollywood, President.

Association of Supervisors and Teachers of Penmanship.

A. C. EVANS, High School, President.

Classical Association.

MRS. MARY ANN TUCKER, 1125 Eliza Ave., Los Angeles, President.
ANNE E. EDWARDS, 4962 Melrose Ave., Los Angeles, Secretary.

Conference of Americanization Teachers.

MRS. GRACE C. STANLEY, State Department, Sacramento, President.
C. E. STICKLE, La Verne, Secretary.

Educational Research Association.

DR. J. HAROLD WILLIAMS, State School, Whittier, President.
M. BESS HENRY, Santa Ana, Secretary.

Home Economics Association.

RUTH DICKEY, Girls' High School, Riverside, President.

Junior College Association.

LOUIS F. PLUMMER, Fullerton, President.

Kindergarten-Primary Association.

GENE L. STOKOE, 907 W. 48th St., Los Angeles, Secretary.

Manual Arts Teachers' Association.

A. K. OLIVER, Box 86, Glendale, President.

Modern Language Association.

MISS N. B. AIKEN, La Fayette Junior High School, Los Angeles, Secretary.

Modern Language Teachers Assoc. (French.)

SIGURD RUSSELL, President; Los Angeles High School.

Modern Language Teachers' Assoc. (Spanish.)

NANETTE B. AIKEN, Secretary; La Fayette Jr. High School, Los Angeles.

Oral Arts Association.

MRS. ELIZABETH C. MILLER, President; Manual Arts High School, Los Angeles.

ISABEL M. R. GRAY, Secretary; Manual Arts High School, Los Angeles.

Rhythmical Penmanship Association.

LOUISA M. SPENCER, School Department, Los Angeles, Secretary.

Tripled Cards Made.**School Library Association.**

MRS. GRETCHEN S. BOYLE, High School Huntington Park, President.

MARGARET F. GLASSEY, Polytechnic High School, Los Angeles, Secretary.

Schoolmasters' Club.

A. R. CLIFTON, Superintendent of Schools, Monrovia, President.

School Supervisors' Association.

LEONARD F. COLLINS, Burbank, President.
C. L. EDGERTON, 241-R 2, Inglewood, Secretary.

Science and Mathematics Association.

B. W. HOWARD, High School Pasadena, President.

Social Science Association.

MINNIE WHARTON, High School, Pomona, President.

Southwestern Order of Agricultural Instructors.

FRANKLIN E. OLDER, Southern Branch, University of California, Los Angeles, President.

III. COUNTY ORGANIZATIONS**Alameda County Association of Americanization Teachers.**

ETHEL SWAIN, 2316 Hilgard Ave., Berkeley, Secretary.

Alameda County Educational Association.

NORINE CONNELLY, 476 Wickson Ave., Oakland, Secretary.

Alameda County Music Teachers' Association.

GLADYS McDONALD, 665-39th St., Oakland, Secretary.

Del Norte County Teachers' Association.

MISS M. M. O'KELAN, Crescent City, President.

JOSEPH M. HAMILTON, Crescent City, Secretary.

Fresno County High School Principals' Association.

C. L. GEAR, Coalinga, President.
G. N. STOYER, R. F. D. Box 81, Fresno, Secretary.

Fresno County Teachers' Union No. 174.

ETHEL THOMS, Fowler, Secretary.

Imperial County Teachers' Association.

D. P. CHOISSER, Calexico, President.

Inyo County Teachers' Association.

A. A. BRIERLY, Bishop, President.

Kern County Schoolmasters' Club.

CHARLES C. HILL, High School Wasco, President.

Los Angeles County Elementary Principals' Association.

LYMAN D. SMITH, Redondo Beach, President.

Marin County Teachers' Association.

WADE F. THOMAS, San Anselmo, President.

C. B. HERYFORD, San Rafael, Secretary.

Mendocino County Teachers' Association.

W. A. CHESSALL, Ukiah, Secretary.

Modoc County Teachers' Association.

CHARLES J. FORESON, Alturas, President.

Monterey County Teachers' Association.

LILLIAN LANG, Salinas, Secretary.

Orange County Grammar School Principals' Association.

W. C. MAXWELL, Box 514, Anaheim, Secretary.

Orange County Schoolmasters' Club.

J. A. CLAYES, High School Anaheim, President.

Sacramento County Teachers' Association.

IDA FLYNN, Sacramento, Secretary.

San Bernardino County Teachers' Association.

S. A. SKINNER, Redlands, President.

H. A. WIERVILLE, San Bernardino, Secretary.

San Diego County Industrial Arts Association.

R. C. SCUDDER, Teachers' College, San Diego, President.

San Diego County Teachers' Association.

BERTHA FOSDICK, High School Coronado, Secretary.

San Joaquin County Teachers' Association.

MRS. M. E. ROGERS, Lathrop, Secretary.

San Mateo County Teachers' Association.

B. E. MEYERS, Redwood City, President.

Santa Clara County Industrial Arts Association.

W. B. SPAULDING, San Jose, President.

Santa Clara County Schoolmasters' Club.

E. E. BROWNELL, Gilroy, President.

WALTER S. BACHRODT, San Jose, Secretary.

Santa Clara County Teachers' Association.

W. P. CRAMSIE, San Jose, President.

Santa Clara County Teachers' Union No. 153.

MELVIN SHIPPEY, Palo Alto, President.

Shasta County Teachers' Association.

J. O. OSBORN, Redding, President.

Solano County Principals' Union No. 168.

J. J. FINNEY, Suisun, President.

Tulare County High School Principals' Club.

S. J. BRAINERD, 358 So. H St., Tulare, President.

Yolo County Teachers' Club.

NELLIE PROCTOR, Woodland, Secretary.

Ventura County Teachers' Association.

J. M. HORTON, Fillmore, President.

ADA YOUNGKEN, Box 98, Santa Paula, Secretary.

IV. MUNICIPAL ORGANIZATIONS**Alameda Grade Teachers' Association.**

ELEANOR BEVAN, 750 Central Ave., Secretary.

Alameda School Women's Club.

MRS. FLORENCE TAINE, 2123 Santa Clara Ave., Secretary.

Alhambra City Teachers' Club.

Mrs. E. B. BLUMENTHAL, 19 N. 3rd St., President.

Bakersfield Teachers' Club.

HELEN COURAN, 2416 Park Way, President.

Berkeley College Woman's Club.

MRS. GEORGE E. COLBY, 355-61st St., Oakland, President.

MRS. JOHN H. KIMBALL, 2744 Ashby Ave., Berkeley, Secretary.

Berkeley Council of Primary Teachers.

MRS. CAROLYN WATTS, Washington School, President.

MISS VIOLET CREMERS, Le Conte School, Secretary.

- Berkeley Grade Teachers' Club.**
MRS. DRUCIE CRASE, 336 Olive Ave.,
Piedmont, President.
EDITH CHENEY, 3012 College Ave., Berk-
eley, Secretary.
- Berkeley Junior High School Teachers' Association.**
MARY MURPHY, 2635 Hillgass St., Presi-
dent.
IRMA RILEY, 2437 Warring St., Secretary.
- Berkeley Kindergarten Teachers' Association.**
MRS. ERNESTINE G. GARDNER, 1608
Arch St., President.
HELEN W. BICKNELL, 2960 Hillgass St.,
Secretary.
- Berkeley Principals' Club.**
W. B. Clark, Willard School, President.
- Berkeley School Womens' Club.**
MRS. BEATRICE WILLMANS, 1090 Page
St., President.
- Berkeley Teachers' Association.**
MAY C. WADE, Emerson School, President.
- Berkeley Women's Education Club.**
JEANNETTE BARROWS, President.
BLANCHE O. LEWIS, Secretary.
- Callipatria Teachers' Club.**
JEHIEL S. DAVIS, President.
RUTH I. JOHNSON, Secretary.
- Chico School Women's Club.**
ANNE BARNEY, Teachers' College, Presi-
dent.
- Chico Teachers' Club.**
S. P. ROBBINS, Box 581, Chico, President.
MARY J. MAHONEY, Secretary.
- Chino Teachers' Club.**
DAVID A. BRIDGE, President.
- Coalinga Teachers' Union No. 146.**
A. W. HIBBS, President.
- Corona Teachers' Association.**
MURIEL POWELL, 1116 Ramona St.,
President.
MARY G. BROWN, 188 S. E. Boulevard,
Secretary.
- El Centro Teachers' Club.**
S. E. ALLEN, 1040 Olive St., President.
- Eureka Teachers' Association.**
MRS. B. G. MASON, 1817 William St., Presi-
dent.
FRANCES AHL, 737-16th St., Secretary.
- Fresno City Council of Education.**
HATTIE HAMMAT, 1020 Roosevelt Ave.,
President.
- Fresno City Teachers' Council.**
SERENA HABERMANN, 729 Waldon Ave.,
President.
HATTIE HAMMAT, 1020 Roosevelt Ave.,
Fresno, Secretary.
- Fresno Elementary Teachers' Union No. 84.**
GRACE FULLER, 231 Abby St., President.
- Fresno High School Teachers' Union No. 72.**
M. D. HAWKINS, High School, President.
- Fresno School Women's Club.**
MAY R. McCARDLE, Box 514, Route J.,
President.
NELLIE PETERSON, 1443 White Ave., Sec-
retary.
- Glendale City Teachers' Club.**
CARRIE M. NOBLE, 953 North Ave., Los
Angeles, President.
IDA M. COREY, 1610 Winona Boulevard,
Los Angeles, Secretary.
- Holtville Teachers' Club.**
B. M. GRUEWELL, President.
- Huntington Park Teachers' Club.**
MRS. ROSE M. MARSH, President.
MARIE BITTLESON, Secretary.
- Imperial Teachers' Club.**
C. B. COLLINS, President.
- Kerman Local Union No. 136.**
J. H. FISHER, President.
- Kingsburg Joint Local Union No. 140.**
LULU B. FISH, President.
- Livermore Community Council.**
HERBERT LEE, Secretary.
- Long Beach City Teachers' Club.**
HARVEY MOORE, Polytechnic High School,
President.
ELEANOR G. PROLY, 2135 Bermuda St.,
Secretary.
- Long Beach Principals' Club.**
HARRY MOORE, Polytechnic High School,
President.
- Long Beach School Men's Club.**
L. G. NATTKEMPER, High School, Presi-
dent.
C. F. SEYMOUR, High School, Secretary.
- Los Angeles Adult Education Association.**
L. RAYBOLD, 5484 Fountain St., President.
- Los Angeles Association of Vocational Educa-
tion Teachers.**
W. S. KIENHOLTZ, 451 N. Hill St., Presi-
dent.
MRS. SARAH MULLEN, 209 E. Harvard
St., Secretary.
- Los Angeles City Schoolmasters' Club.**
C. KERSEY, 1031 Sunset Boulevard, Secre-
tary.
- Los Angeles City Teachers' Club.**
Ida Christine Iversen, 202 Trinity Bldg.,
President.
IRENE C. SCHAPP, 202 Trinity Bldg., Sec-
retary.
- Los Angeles Council of Supervisors.**
E. E. NILES, 409 S. Olive St., President.
- Los Angeles Teachers of Spanish (Chapter Am-
erican Association.)**
C. SCOTT WILLIAMS, High School, Holly-
wood, President.
ROFENA B. CHAMBERS, High School, Al-
hambra, Secretary.
- Los Angeles Elementary School Principals' Club.**
MARY C. FLYNN, 413 Lissner Bldg., Presi-
dent.
ETHELDA DRAKE, 3800 Pasadena Ave., Los
Angeles, Secretary.
- Los Angeles Evening High School Principals'
Association.**
J. C. REINHARD, R. F. D. No. 5, Box 660,
Secretary.
- Los Angeles Junior High School Principals'
Association.**
B. W. REED, 1191 W.-36th St., President.
- Los Angeles High School Teachers' Association.**
WILLIS T. NEWTON, 423 Chamber of Com-
merce Bldg., President.
C. W. PRESTON, 423 Chamber of Com-
merce Bldg., Secretary.
- Los Angeles Kindergarten Primary Council.**
MADELENE VEVERKA, Board of Educa-
tion, President.
- Los Angeles Kindergarten Teachers' Associa-
tion.**
MRS. EUGENIA WEST JONES, 318 Benton
Way, President.
- Los Angeles Manual Training Teachers' As-
sociation.**
FRIEDA KAYSER, 3825½ S. Grand Ave.,
President.
JOHN STONE, 1205 W. 54th St., Secretary.
- Los Angeles Secondary School Principals' Club.**
W. H. HOUSH, Los Angeles High School,
President.
- Los Angeles Schoolmasters' Club.**
W. W. TRITT, 30th St., Junior High School,
President.
- Los Angeles Special-Teachers' Association.**
C. W. HARRISON, 822 Bonnie Beach Place,
President.
- Monrovia Teachers' Club.**
MRS. FLORENCE DRAPER, 822 S. Canyon,
Monrovia, President.
EDITH KENT, 226-W. White Oak St., Sec-
retary.
- Oakland Continuation and Evening School
Teachers' Association.**
J. H. ALLEN, 12th and Jefferson Sts.,
President.
- Oakland Council of Primary Education.**
CLARA MIERSWA, 2251 High St., President.
FRANCES ROUNDS, 221 Linda Ave., Sec-
retary.
- Oakland Grade Teachers' Association.**
MISS J. E. LOBNER, 3915 Greenwood Ave.,
President.
- Oakland High School Women's Club.**
EDNA A. WHITE, 308 Bacon Bldg., Presi-
dent.
IRENE BORWELL, 1030 Camella St.,
Berkeley, Secretary-Treasurer.

Oakland Kindergarten Club.

EDITH ARMES, 1231-5th Ave., President.
ADELAID ADAMS, 3046 Benvenue Ave.,
Berkeley, Secretary.

Oakland Principals' Club.

E. W. KETTINGER, 1526 Webster St.,
President.

Oakland School Men's Club.

ROBERT A. WHITE, 829-E. 19th St., Sec-
retary.

Oakland School Women's Club.

EDNA A. WHITE, Piedmont Ave. School,
President.
JOYCE LOBNER, 3915 Greenwood Ave.,
Secretary.

Oakland Teachers' Association.

EDGAR MULLAR, Lake View School, Presi-
dent.
H. D. BRASFIELD, Fremont School, Sec-
retary.

Pasadena Elementary Teachers' Club.

MARY I. NEWBY, 527-E. Washington St.,
President.
MRS. CLARA S. HOLCOMB, 577 Elizabeth
St., Secretary.

Pasadena First Grade Teachers' Club.

RENA L. SMITH, 667-E. Colorado St.,
President.
ANTOINETTE E. ARNOLD, 78-N. Marengo
Ave., Secretary.

Pasadena Kindergarten Teachers' Club.

HAZEL A. DUNLAP, 275 S. Euclid Ave.,
President.
RUTH E. ROWLAND, 171 Oakland Ave.,
Secretary.

Pasadena Teachers' Association.

CLARE COLESTOCK, 2983 Leeward Ave.,
Los Angeles, President.
HARRIET B. STERLING, 275 S. Euclid Ave.,
Secretary.

Pomona City Teachers' Club.

MRS. LINNIE D. SAVAGE, President.
HELEN OVERHOLSER, Box 104, Claremont,
Secretary.

Redlands Grade Teachers' Club.

FRIEDA MARTI, 1106 Orange St., Presi-
dent.
FLOY SOPER, Citrus and University Sts.,
Secretary.

Sacramento City Teachers' Association.

ADA J. FLYNN, 1115 L St., Secretary.

Sacramento Elementary Teachers' Union No. 44.

MISS E. M. LUTHER, 825-26th St., Sacra-
mento, Secretary.

Sacramento High School Teachers' Union No. 31.

RUTH ESTHER MCGREW, High School,
President.

SARA C. ASHBY, High School, Secretary.

Sacramento Schoolmasters' Club.

HERBERT E. STEINBACH, 2721 E St.,
Secretary.

Sacramento School Women's Club.

MARY E. IRELAND, 2414 T St., President.

Sacramento Teachers Mutual Aid Society.

MINNIE ROTH, 1625 O St., President.

IDA M. FLEMING, 1414 O St., Secretary.

San Bernardino City Teachers' Club.

A. C. HENTSCHE, High School, President.

EMMA KNIGHT, 1712 Walnut St., Secretary.

San Diego City Principals' Club.

E. B. TILTON, 3234 Third St., President.

San Diego City Teachers' Association.

EDWARD L. MOORE, High School, Presi-
dent.

EUGENIA WALKER, Secretary.

**San Francisco Annuity & Retirement Associa-
tion.**

LUCY COTTREL, 3240 Clay St., President.
MRS. M. E. HALL, 1696 Golden Gate Ave.,
Secretary.

**San Francisco Association of Americanization
Teachers.**

KATE F. CASEY, Yuba Buena School,
President.

San Francisco Council of School Women.

GEORGIA HOWKINS, 1915 Oak St., Presi-
dent.

IDA KERVAN, 1464 McAllister St., Secre-
tary.

**San Francisco Federation of School Women's
Clubs.**

LOUISE F. BRAY, 1363 Filbert St., Presi-
dent.

FLORENCE STAHL, 125 S. 16th St., San
Jose, Secretary.

San Francisco-Golden Gate Froebel Association.

570 Union Street.

**San Francisco-Golden Gate Kindergarten As-
sociation.**

VIRGINIA FITCH, 570 Union St., President.

San Francisco Grade Teachers' Association.

ELIZABETH E. HAUSELT, 136 Frederick
St., President.

EMMA L. MALAND, 333 Kearny St., Secre-
tary.

San Francisco Ideal School Women's Club.

AUGUSTA JOHNSON, Lick School, Presi-
dent.

**San Francisco Kate Kennedy School Women's
Club.**

MRS. MARJORIE STUART, Jefferson School,
President.

LOUISE BRAY, 1363 Filbert St., Secretary.

San Francisco Music Teachers' Association.

FRANK C. GRIFFIN, Redwood City, Presi-
dent.

MRS. A. H. WILLSON, Secretary.

**San Francisco Pixley Memorial Kindergarten
Society.**

MRS. W. CLARK, 2710 Filbert St., Secretary.

San Francisco Principals' Association.

I. C. HATCH, 142 Hugo St., Secretary.

San Francisco Teachers' Association.

EDITH PENCE, Galileo High School, Presi-
dent.

FRANCES A. C. MOONEY, Hawthorne
School, Secretary.

San Francisco Teachers' Mutual Aid Society.

MISS P. C. LYNCH, 564 Fourth Ave., Secre-
tary.

San Francisco Teachers' Union No. 61.

PAUL J. MOHR, 1449 Willard St., President.

**San Francisco Yerba Buena School Women's
Club.**

MISS K. F. CASEY, 774 20th Ave., San Fran-
cisco, President.

Sanger Teachers' Union No. 184

MRS. IDA H. ROCK, President.

San Jose High School Women's Club.

ELSIE WOOD, President.

HAZEL M. BALL, Secretary.

San Jose School Women's Club.

ADELINE COYLE, 528 S. Second St., Presi-
dent.

OLIVE ZEITZ, 669 S. Tenth St., Secretary.

San Mateo Grade Teachers' Association.

ROSE MEEHAN, 25 Highland Ave., Burlin-
game, President.

San Mateo Teachers' Council.

CLARA NORTON, Golden Gate Hotel, Presi-
dent.

Santa Ana City Teachers' League.

JENNIE B. LASBY, 311 E. 17th St., Presi-
dent.

FRANCIS LAPPUM, Santa Ana, Cal., Sec-
retary.

Santa Barbara City Teachers' Club.

ROY L. SOULES, 2018 Hollister Ave., Presi-
dent.

WILLIAM K. KIRCHER, 1219½ Mora Villa
Ave., Secretary.

Santa Barbara Kindergarten Club.

JEAN SHAW, 1513½ State St., President.

DOROTHY MORTON, 414 Chapala St., Sec-
retary.

Santa Cruz School Women's Club.

VESTA E. HALE, 356 Laurel St., President.

GRACE TEMPLE, High School, Secretary.

Santa Cruz Teachers' Association.

MRS. JANIE M. STOCKING, 26 Peyton St.,
President.

HARRIET L. LILLIS, Santa Cruz, Cal., Secre-
tary.

Santa Monica Teachers' Association.

F. W. BARNUM, 510 Eighth St., President.

CARRIE BELLE SMITH, High School, Sec-
retary.

- Selma Elementary Teachers' Union No. 135.**
GRACE MASON, President.
- South San Francisco School Women's Club.**
CAROLYN F. READ, 721 Webster St., Palo Alto, President.
E. LOUISE SHAW, Metropolitan Hotel, Secretary.
- Stockton Elementary Teachers' Association.**
ELLEN PATTON, 835 W. Flora St., President.
MYRTLE DEVEREAUX, 203 E. Willow St., Secretary.
- Stockton School Women's Club.**
MRS. R. B. BALDWIN, 828 N. Madison St., President.
- Taft Teachers' Union No. 160.**
M. CLARK HARRIS, Taft, Cal., President.
- Vallejo Teachers' Union No. 26.**
CHARLES H. PAXTON, 478 Wilson Ave., President.
- Visalia Teachers' Association.**
C. E. HORSMAN, President.
INEZ CROW, Secretary.

COMMITTEES OF THE CALIFORNIA COUNCIL OF EDUCATION

- Amendment 16 (Special Committee).**
A. S. COLTON, Chairman.
- Americanization.**
J. E. HANCOCK, Chairman.
- Means and Reasons for Encouraging Exchange of Teachers Between States and School Districts.**
W. T. HELMS, Chairman.
- Financial Systems in Relation to Schools.**
FRED M. HUNTER, Chairman.
- Basis for Determining Grading and Promotion of Pupils.**
ANNIE L. WILLIAMSON, Chairman.
- Improvement of Teachers in the Profession.**
H. B. WILSON, Chairman.
- The Teachers' Institute.**
E. I. COOK, Chairman.
- Junior Colleges.**
MERTON E. HILL, Chairman.
- Study of the Kindergarten System.**
ETHELIND BONNEY, Chairman.
- Means for Extending Local Teachers' Organization in California and Their Affiliation with the California Teachers' Association.**
IRA C. LANDIS, Chairman.
- Means for Properly Measuring Abilities and Capacities of Teachers.**
J. F. WEST, Chairman.
- Moral and Religious Education.**
H. C. JOHNSON, Chairman.
- Teachers' Professional Code of Ethics in Relation to Fellow Teachers, Administrative Officers and School Patrons.**
MAY C. WADE, Chairman.
- Professional Training of Teachers.**
A. J. CLOUD, Chairman.
- Teachers' Registration and Placement Bureau.**
S. M. CHANEY, Chairman.
- What Can Be Accomplished from the Registration of Minors.**
E. MORRIS COX, Chairman.
- Reorganization of the School System.**
MARK KEPPEL, Chairman.
- Retirement Salary Law.**
W. VAN DE GOORBERG, Chairman.
- Effects of Recent Legislation Upon Rural School Supervision and Suggestions for Its Improvement.**
MRS. GRACE STANLEY, Chairman.
- Subbatical Year.**
WILLIS T. NEWTON, Chairman.
- Bases for Determining Teachers' Salary Schedules.**
W. L. STEPHENS, Chairman.
- Social Status of Teachers.**
IDA C. IVERSON, Chairman.
- Tenure of Teachers.**
SARA L. DOLE, Chairman.
- Legislation.**
MARK KEPPEL, Chairman.

RADIOGRAM TO HIGH SCHOOLS

CHAS. E. RUGH

(Through special arrangements of Principal H. O. Williams of Tracy, the "San Francisco Examiner" sent by radio a short talk by Professor Rugh to the high schools equipped with radio receiving apparatus. The following is the talk.—Ed.)

GOOD MORNING, Fellow Students!

In these interesting and confusing times every normal person wants to learn to be a student. Our familiarity with language somewhat lessens our appreciation of the wonderful inventions for communicating language. The telegraph, the telephone and the radio have almost eliminated the space and time obstacles to fellowship with our friends.

The thoughts I have here in San Francisco which I desire you to think about miles away cause movements in my brain. These movements travel down nerves to the vocal cords at a rate estimated at over three hundred feet per second. When these movements jump from the vocal cords into the air they travel at a rate of over one thousand feet per second. The radio machine here is tuned to receive them at this rate, but when they jump from the radio machine they travel on the wings of electricity at the enormous rate of over one hundred eighty-six thousand miles per second. The radio machine where you sit is tuned to catch these movements at that rate. It tunes them down to about one thousand feet per second; your ears are tuned to catch them at this slow rate. The ears further transform these movements so that they can travel along the auditory nerves to the brain which is tuned to receive them. Your brains are also tuned to transform these movements so that your mind can translate them into language.

Our greatest privilege, as well as our greatest duty, therefore, is to study to tune our brains and minds to be sensitive and responsive to the forces that make for a true, a beautiful, and a good life. How this view of study dignifies school life! This was the view of the great student and scientist Agassiz, when he said: "The scientists are the persons who learn to think God's thoughts after Him." In this connection, you will be interested in reading Ralph Waldo Trine's "In Tune with the Infinite."

I thank you.

WHAT CAN A PARENT-TEACHER ASSOCIATION DO?

MRS. HARRY J. EWING, President

HERE are a few suggestive programs:

1. A study of the school system, emphasizing new features or features of special local interest, through model lessons given to pupils or parents, addresses by school officials, etc.
2. A study of the school's or the children's needs, and possible methods of supplying them.
3. A study of pupil government and other democratic methods of school management and discussions of corresponding methods in the home. Talks by pupils acting as officers, demonstrations, etc., are helpful.
4. A study of the attendance problem and an effort to lessen absence or tardiness.
5. A study of delinquency and its causes, with suggestions for prevention.
6. A study of laws relating to children and schools, with discussion of proposed and needed legislation.
7. A study of education and leisure, including discussions of movies, dances, music, art, literature, etc.
8. A study of the care and training of children of pre-school years.
9. An effort to improve the health of the children by attention to nutrition, exercise, fresh air, correction of defects, etc., with tests and records to show gain.
10. A thrift campaign with instruction as to best ways of saving food, clothing, money, time, energy, etc.
11. A "safety first" campaign, as carried on for pupils.
12. Voluntary aid to schools—play or lunch supervision, management of after-school dramatic or debating clubs in elementary schools, chaperoning of parties, trips, etc.
13. Special visits to schools, open days, etc., with opportunities for questions and discussions.
14. Americanization work in foreign districts and special efforts to develop neighborly feeling in mixed communities.
15. Plans for making school work of children function in homes, particularly manual training, sewing, cooking and art.

Note—For information and literature helpful for organization purposes, address State Extension Chairman, Mrs. J. B. Roe, Box 305, Pasadena, Calif., or State President, Mrs. Harry J. Ewing, 70 East William Street, San Jose, Calif.

MEETING OF SOUTHERN SECTION CALIFORNIA TEACHERS ASSOCIATION

THE twenty-ninth annual session of the C. T. A., Southern Section, met at Los Angeles, December 20, 21 and 22. The County and City Institutes meeting at this time were Imperial, Los Angeles, Riverside, San Bernardino, San Diego, Santa Barbara and Ventura Counties, and the cities of Long Beach, Los Angeles, Pasadena, Pomona, Riverside, San Bernardino, San Diego and Santa Monica. Separate joint Institutes were held on December 18, 19 and 20.

An especially rich and varied program was presented this year. President George C. Bush, with the help of Secretary Thurston and the members of the Executive Committee, worked unceasingly in the interest of the Association. In addition to the general sessions there were section meetings comprising the following departments: Agriculture, Americanization, Art, Classical, Commercial, Educational Research, English, Geography, Higher Education, Home Economics, Journalism, Junior College, Kindergarten, Library, Modern Language, Music, Oral Arts, Penmanship, Physical Education, Teachers of Mexican Children, Science and Mathematics, Social Science, Spanish, Girls' Advisors, Vocational Education.

Owing to the large number of meetings and the variety of programs, it will be impossible to include even a digest of the address, papers and discussions. The significant thing about the meeting was the large number of prominent speakers from outside the state. These included such well-known authorities as Julia Wade Abbott of the Bureau of Education, Washington, who was always prominent in discussing problems of Kindergarten-Primary Education; Dr. B. R. Baumgardt, popular and scientific lecturer; Dr. H. R. Bonner, Director of Educational Research, Bureau of Education, Washington; Dr. W. A. Cook, University of South Dakota; Dr. Hollis Dann, State Supervisor of Music for Pennsylvania; Dr. Andrew W. Edson, Associate Superintendent of New York City Schools; Dr. E. M. Haggerty, Dean of the Department of Education, University of Minnesota; Dr. Frederick Monson, lecturer; Dr. W. W. Thelton, President Educational Research Association, Milwaukee Public Schools; Professor Arthur L. Owen, University of Kansas. Of college presidents there were three who were always in demand and whose addresses were instructive and inspiring in the

highest degree. These were Presidents E. B. Bryan, Ohio University; L. D. Coffman, University of Minnesota; E. H. Lindley, Chancellor Kansas University. Dr. Frank McMurray of Teachers' College, Columbia University, was a host in himself and contributed in large degree to the success of the meeting. The dean of educational editors and lecturers, Dr. A. E. Winship, was at his best and was received with enthusiasm everywhere. Mr. James W. Foley, famous as a humorist, philosopher and writer of poetry and prose, entertained and instructed wherever he appeared before an audience. Of local and state speakers, there were: State Superintendent Will C. Wood; Commissioner of Secondary Education A. C. Olney; Stanley B. Wilson, State Board of Education; Mark Keppel, President California Council of Education; Dr. Frank Touton, University of Southern California; Dean C. H. Rieber, Southern Branch, University of California; Miss Mary E. Sweeny, Executive Secretary American Home Economics Association; Harr Wagner, editor Western Journal of Education; Mr. J. B. Nash, Supervisor Physical Education, Oakland.

The Southern Section of the California Teachers' Association has for some years been so large that three general meetings are carried on at the same time. All of these meetings were crowded. During the first three days of the week, while the individual Institutes were in session, various speakers were upon these local programs, thus offering to the people at home almost as rich a feast as they experienced at the Association proper.

There were exhibits at Los Angeles, well deserving the examination and attention of all visiting teachers. The list of firms making the exhibits will be found elsewhere in this issue. The displays were in the Grand Avenue School. Of banquets and luncheons there were many. These including the Commercial and English Sections; the Home Economics; Kindergarten-Primary; Library; Modern Language; Music; Physical Education Sections. The Los Angeles High Teachers' Association banqueted, as did the School Masters' Club and the School Women's Time to Time Club. Other organizations meeting around the table were: The Oral Arts Association and the Association of Drama Teachers; the Student Branch of the California Scholarship Federation; American Association of Teachers of Spanish; Vice Principals and Girls' Advisors' Sections; the Vocational and Part-Time Section, and the

Association of School Secretaries and Business Managers of Southern California.

The annual business meeting of the section was held on December 21, with President George C. Bush presiding. A splendid report of progress was made by Secretary Thurston, the most important matter referred to being the work of the Registration and Placement Bureau through the branch office in the south.

"We feel," says the report, "that superintendents and principals owe the Association their support and that their vacancies should first be reported to this office or to the appointment secretary at the Universities with whom we are cooperating. Teachers will register with us if they feel that administrators intend to recognize our Bureau."

The financial report by Treasurer Bettinger was read and accepted. This appears elsewhere in this issue. Because of lack of space for the entire text of the report of the Resolutions Committee, Mr. Richardson D. White, chairman, the following condensed statement is submitted:

We reaffirm our faith in the public school system of the state and nation.

We endorse the program of the recent superintendent's convention for legislature:

In validation of high school districts under the Eden Act;

For the organization of schools into fewer groups for both economy and efficiency;

For the provision of teacherages and dormitories, and school lunches where necessary.

For permitting one district to perform educational service for another district.

The strengthening of the Retirement Salary Act, by increasing the contributions from teachers and the State, and increasing the retiring allowance.

Amending the Registration of Minor's Act. In addition we urge legislation providing for the better organization, maintenance and administration of evening schools and all adult education.

The work of the Parent-Teachers' Association was commended; the Single Salary Schedule for Elementary and High School teachers of equal training and experience was urged; the Towner-Sterling Bill was endorsed, and the value of the clean motion picture in education was emphasized.

Endorsement was given to the University of California, Southern Branch, for its junior college success; the work of the extension divi-

sion and the summer session, and recommendations made to the Legislature for liberal financial provision for its support, and the Board of Regents petition to establish at an early date upper division courses, leading to degrees in the Liberal Arts and Sciences.

Two especially important matters received attention, as follows:

A Square Deal to All

Inasmuch as we believe in equalizing educational opportunities for pupils and teachers, and inasmuch as some California city school systems require that teachers shall have had one or more years of teaching experience elsewhere, in fairness to rural school children and to inexperienced teachers, we urge Boards of Education to rescind the rules requiring teaching experience.

Registration and Placement Bureau

The Registration and Placement Bureau of the California Teachers' Association is doing a needed and commendable work. We approve the principle and favor the strengthening and development of this activity of our Association through the State Office at San Francisco, and the Branch Offices at Berkeley and Los Angeles.

There were the usual expressions of appreciation, and these, with certain supplementary matters offered from the floor, were unanimously adopted with the body of the resolutions.

Chairman H. T. Clifton of the Election Board reported the results of the official ballot, showing the adoption of the proposed budget and the carrying of the proposed amendment to the Constitution. The officers chosen were as follows: Mr. Walter B. Crane, President; Mr. Paul Stewart, Vice President; Mr. George E. Bettinger, Treasurer; these to serve for the year 1923.

ARTHUR H. CHAMBERLAIN.

FINANCIAL STATEMENT OF THE SOUTHERN SECTION, C. T. A.

GEORGE E. BETTINGER, Treasurer

Receipts:

Contributions, Refunds, Advertising, etc.	\$ 1,607.88
Cooperating Cities and Counties	2,392.50
Memberships	24,871.96
Interest accrued on deposits from Dec. to Oct. incl..	179.64
Balance 1920-21	1,031.15
Total	\$30,083.13

Disbursements:

Executive Committee.....	\$ 284.89
Secretary and Auditor's Salaries	2,640.53
General Expense—Postage, Tel. and Tel.....	915.31
Clerical services	1,016.97
Travel—Council of Education	1,271.80
Central Office, C. T. A....	12,351.00
Paid speakers	4,105.12
Convention	869.05
Music	50.00
Printing	1,676.10
Rent	1,325.00
Total	\$26,505.77
Balance on hand Nov, 4, '22	3,577.36
Total	30,084.13

LIST OF EXHIBITORS AT SOUTHERN SECTION, C. T. A.

Exhibits in Grand Avenue School, Los Angeles, December 17-22, 1922

Allyn and Bacon & Co.
 D. Appleton & Co.
 Argus Enterprises Incorporated.
 Bausch & Lomb Optical Co. of California.
 Braun Corporation.
 F. E. Compton & Co.
 George F. Cram Co.
 Dixon Crucible Co.
 Educational Project-O Film Co.
 Electrical Products Corporation.
 Ginn & Co.
 D. C. Heath & Co.
 Houghton-Mifflin Co.
 Laidlow Bros.
 The MacMillan Co.
 Mr. L. E. Martindale.
 Maxwell Shade Co.
 McConnell Map Co.
 Milton Bradley Co.
 Pacific Amusement Supply Co.
 Pacific School Supply House.
 Rand McNally Co.
 B. H. Sanborn & Co.
 Scott, Foresman & Co.
 Spencer Rhythmical Penmanship.
 Charles Scribner & Sons.
 Spencer Lens Co.
 Universal Handigraf Co.
 Visual Text Book Publishing Co.
 Harr Wagner Publishing Co.
 The World Book.
 The World Book Co.

THE KINDERGARTEN PROGRESS

THE one department of our public school system which systematically and definitely trains the child's moral and spiritual nature as well as the intellect, is the kindergarten.

Unfortunately, only one in nine of our children is now receiving this educational advantage to which all are clearly entitled. The reason for this, in many communities, is a false sense of economy. While we, as a people, are spending \$3,500,000 a day on our criminal classes, it behooves us to provide ethical and spiritual training for our little ones to start them on the straight path.

Having been aroused to a realization of the value of this early training to the child and the nation, many organizations interested in civic progress are now working to secure, in their respective states, the enactment of laws which provide for the establishment of kindergarten upon petition of parents. Such a law has in six years raised California from ninth to first place among the state of the Union in the matter of providing education for its youngest children of school age. The states where attempts are being made to secure progressive kindergarten legislation are Alabama, Arkansas, Connecticut, Florida, Massachusetts, Michigan, Nebraska, New Jersey, New Mexico, New York, Ohio, Oklahoma, South Carolina, Tennessee and Washington.

THE READING LIST

MENTION has been made of the purpose to submit a list of twenty-five books for pupils in the elementary grades of school. The librarians and teachers have agreed upon the following:

Alcott: Little Women.
Anderson: Fairy Tales.
Aesop's Fables.
Arabian Nights.
Carroll: Alice's Adventures in Wonderland, and Through the Looking Glass.
Dickens: Christmas Carol.
Dodge: Hans Brinker.
Hagedorn: Boy's Life of Theodore Roosevelt.
Hawthorne: Wonder Book.
Irving: Rip Van Winkle.
Kipling: Jungle Book.
Lamb: Tales from Shakespeare.
Mallory: Boy's King Arthur.
Mother Goose.
Nicolay: Boy's Life of Abraham Lincoln.
Pyle: Merry Adventures of Robin Hood.
Seton: Wild Animals I Have Known.
Spyri: Heidi.
Stevenson (Burton E.): Home Book of Verse for Young Folks.

Stevenson (R. L.): Child's Garden of Verses, and Treasure Island.

Twain: Tom Sawyer.

Van Loon: The Story of Mankind.

Wiggin: Rebecca of Sunnybrook Farm.

It is interesting to note that but three books were on the Teachers' List—Riis, The Making of an American; Baldwin, Fifty Famous Stories; and Eggleston, Stories of Great Americans; and but three on the Librarians' List—Dickens, David Copperfield; Grimm Household Stories; and Wyss, Swiss Family Robinson; that did not appear on the joint list—a remarkable concurrence of judgment.

A TEACHERS' READING CIRCLE

THE Reading Circle for teachers was first organized in Ohio forty years ago, by the State Teachers' Association, and has had an unbroken record of service. Mr. O. T. Corson, former State School Commissioner, is authority for the statement that its average membership has been not less than 5000. Since then thirty-two other states have adopted it and many thousand teachers have found it an efficient means of self-improvement. In the May number of the Sierra Educational News may be found a review of the Reading Circle organizations and their adaptability to California conditions. Whether it be by organized effort among groups of teachers, or by individual interest, teachers and teaching would be improved by a richer acquaintance with any real literature. It calls for no argument that teachers should be familiar with any original, or critical, authoritative publications in their own special field of instruction; with accepted discussions of the big educational problems facing the schools; and with the teachings of contributing knowledges. But beyond these, every successful Reading Circle includes great books of history and literature—the stories of man's thinking and ideals and his upcoming through the centuries. These give insight and power of interpretation, and expanded vision, making for culture. Much such reading can best be done alone; helpful reactions and stimulation come from club and group readings and discussion.

GUIDE TO READING

IT goes without saying that one of the abiding purposes of every teacher should be the building up of a personal collection of books as a private library. It makes little difference what access one may have to public or school libraries, one's working library must be where one's personal work and study are done.

There was issued recently by the Bureau of Research in Education, Department of Education, University of California, "A Guide to Readings in Civic Education." It is the result of a long continued seminar study under the direction of Dr. Alexis F. Lange. It includes nearly 500 entries, under the four general heads of Society, Government, Education and Civic teaching. Brief comments accompany each reference giving its distinguishing character.



FROM THE FIELD

[In this column there will appear from month to month, as may seem called for, brief notes or queries from teachers—concise, helpful personal expressions of valuation and judgment, upon local or state educational affairs of general interest.]

The Southern Section

To the Editor:

THE recent program of the C. T. A., Southern Section, was so highly gratifying that I venture to send you a brief comment. Contact with such minds as Dr. L. D. Coffman, Dr. E. B. Bryan and James W. Foley yields a vision of the bigness of life formerly beyond his ken. Several speakers preached optimism, the forgetting of disagreeable things and removing with a smile; or as one of them put it, "Sing while you milk, and the cow gives cream." Again we were reminded of our failure to put our ideal across. The boy's definition of the Equator as "a menagerie lion running around the earth" was a fault of the teacher rather than the pupil. The teacher, too, must supply adequate motives in place of ossified facts; with proper presentation the child will learn almost anything. As an illustration, lame maybe, of the writer's quota of pocketed inspiration, the following lines evolved:

Man Cannot Live by Bread Alone

Man cannot live by bread alone,
The Master said in words of love;
The Father dwells upon His throne,
And gives us manna from above.

Men cannot live by bread alone,
The soul must needs be finer fed;
God lives forever on His throne,
And nothing is forever dead.

Man cannot live by bread alone,
The echo carries through the years;
Our food comes down from Heav'n above,
The love that casteth out all fears.
—A. M. I.

Professional Training of Teachers

Selma, California.
Jan. 15, 1923.

DEAR EDITOR—I was very interested in the article written by the committee on "Professional Training of Teachers" but was rather surprised in regard to subdivision 2 of f. From the view expressed in the article it would seem that our teachers' Colleges are granting Certificates which undoubtedly are easily obtained and therefore it is becoming necessary to test a teacher practically eight years to see that they are fit for permanent certification.

What is the reason for such a length of time as sixty months to determine who are really worthy of a permanent certification?

The committee's deep interest for progressive measures has undoubtedly influenced their mental balance.

I am sure I express the reaction of the teaching body having found that every teacher I have asked about it feels the same way as I do.

The committee might better apply their time to a great many conditions that exist today to make the teachers life a little more livable.

I would suggest that their attention be called to this fact and I know no better way than to ask that you place this article in your "From The Field" column.

AN INTERESTED TEACHER.

Call for Physical Education Supervisor

THE United States Civil Service Commission will hold an examination for specialist in Physical Education and School Hygiene, applications to close Feb. 27, 1923.

Duties.—The appointee, under general administrative supervision, will direct the activities of the Division of Physical Education and School Hygiene in the Bureau of Education; conduct studies and gather and organize information in the field of physical education and school hygiene, including health education, hygiene of school management and instruction, and related subjects, and will disseminate such information through publications, correspondence, public addresses, and other appropriate means.

Education.—Applicants must meet both of the following educational requirements:

1. Graduation from a college or university of recognized standing.
2. Graduate study in education equivalent to the requirements for the degree of Ph. D. in a graduate school of recognized standing, which study shall include researches in physical education, school hygiene, or related subjects; or, in lieu of such graduate study, there may be submitted either (a) graduation from a medical college of recognized standing, or (b) one year of such graduate study and two years' experience in a responsible supervisory or administrative position in addition to the experience prescribed below.

Experience.—Applicants must meet one of the following experience requirements:

1. At least five years' experience in college or normal school teaching; or
2. At least five years' experience in educational work; of which not less than two years must have been involved supervising or administrative duties. Experience in educational work may include the work of medical inspection, provided the applicant's experience has embraced planning and supervision of health instruction in the schools as well as health inspection.

Writings.—Applicants must submit with their applications published writings upon physical education and school hygiene sufficient in quantity and variety to show:

1. Accurate knowledge of the principles of modern physical education and hygiene. (2) Practical knowledge of programs of physical education and school hygiene. (3) Evidence of individual research and experimentation. (4) Ability to write clearly, accurately, and vigorously.

Salary, \$3000 to \$3500.

Trouble Shooting

(The following memorandum from the Babson Institute and suggestive questions were recently embodied in a memorandum sent to teachers in the Santa Monica Schools by Superintendent Harold Rebok. It deserves consideration.—Editor.)

To Principals and Teachers:

THE Babson Institute of Wellesley Hills, Mass., is a Statistical Research Clearing House for the industrial and commercial associations of America, and is accepted by business men as the highest authority on economic and efficiency problems.

I recently received the following memorandum from the Babson Institute. Kindly read it through and answer to your own satisfaction the questions I have submitted below.

BABSON MEMORANDUM

"Statistics show that worry makes people forget to do things at the proper time; causes columns of figures to be added up wrong; causes accidents of various kinds and that it spoils materials and machinery; nearly every error of this nature reveals a fellow in trouble.

Under the direction of Mr. James I. O'Neill, one of its vice presidents, The Guaranty Trust Company of New York City has proven beyond a doubt that every concern should let it be known that straightening out personal troubles is a part of its business. Mr. O'Neill has never found a "case of trouble" that could not be solved or lightened.

The Guaranty Trust Company of New York, as an institution, has discovered that unless personal troubles are looked after, employees' anxieties will show up in the profit and loss account on the debit side of the ledger. That is the wrong place to deal with them. The right way is to locate anxiety before it causes disaster to the individual. That prevents disaster to the institution.

Another practical aspect of this work is the loyalty it creates in the employees. It reduces the matter of turn-over to a minimum.

Think what this productive plan might save the individual concern, the city and the nation, if this unnecessary wastage was reduced only 10% to 25% in 1923."

QUESTIONS

1. Is your own efficiency impaired by "trouble," by "anxiety," by "worry?"
2. Have you sought to repair the loss by finding the cause and removing it?
3. What are you doing to remove the "trouble," "anxiety" and "worry" of your associates for whose work you are partly responsible?

4. To what extent do "trouble," "anxieties" and "worries" account for unsatisfactory work among your pupils?

5. Is not each case of failure or unsatisfactory work an individual problem?

6. Have you tried to locate the seat of the "trouble" in the case of each pupil who should be doing a higher standard of work?

7. Aside from ill health, are not the "troubles," "anxieties" and "worries" of pupils resolvable into one or both of the following causes?

a. Financial limitations that restrict the ambition of the pupil, especially in the social demands upon the pupil.

b. Social disturbances arising in the home and in the personal experiences of the individual among his or her immediate associates.

(1.) Among the social disturbances accountable for low standard of work, is not conscious lack of appreciation by teacher and members of the home an important cause of failure?

8. How are you meeting pupil "troubles?"

Telephone companies and automobile factories have "trouble shooters." The Guaranty Trust Company of New York City has discovered that the "trouble shooter" can increase the profits on the ledger account. What could a school department not accomplish if everyone on the job was a "trouble shooter?" "Trouble shooting" is the antithesis of trouble making.

HORACE M. REBOK.

Warning Against Use of Small Type

A WARNING that the extensive use of printing type of smaller dimensions than 10-point is becoming a serious factor among the contributory causes of eye-fatigue and impairment of vision is contained in a communication from The National Committee For the Prevention of Blindness to the various associations of book and periodical publishers, advertisers, printers, school boards, libraries and other large users or producers of printed matter.

The statement calls attention to the fact that, "the use of type smaller than 10-point, not only has a harmful effect on the eyesight of the reader, but often defeats its own purpose by repelling the potential reader who realizes that the reading of such type hurts or tires his eyes." The amount of money lost by advertisers and publishers through the waste circulation that results from the use of type faces difficult to read because of smallness or design, says the National Committee for the Prevention of Blindness, is probably greater than the cost of the extra space and paper stock necessary if larger type is used.

Particularly in the case of school books and other publications read by children is the use of small type harmful, the committee says. Reading matter intended for children of any age should never be printed in type smaller than 10-point. The type sizes recommended for children by the National Committee For The Prevention of Blindness follow:

For children 12 years of age.....10 point
For children between 9 and 12 years..12 point
For children between 8 and 9 years....14 point
For children between 7 and 8 years....18 point
For children under 7 years.....24 to 30 point



EDUCATIONAL LITERATURE

Education for Intelligent Consumption

A MERICAN education must prepare the worker for intelligent consumption: if it does not do so, a very un-American education will usurp its function in this field. . . . Let the term "education for intelligent consumption" be given a definite connotation. Let it mean education for straight thinking during leisure hours, thinking about industrial, social and economic problems, but thinking which starts with American premises. Let it mean thinking which presupposes a faith in democratic institutions, along with a knowledge of their defects, a willingness to admit coupled with a desire to correct them. More broadly, let it mean a capacity to enjoy the finer things in life, of which unbiased thinking is perhaps the most important.—Phillip R. V. Curoe.

Content of Learning

THOUGH it be slowly, both the schools and the public are tending toward sanity in an estimate of the content of schooling. To know things and ideas in relations is better than much unrelated knowledge of any narrow learning.

"A few years ago some phrase-maker coined the expression, 'This is the age of the specialist,' and the word specialization came near driving education out of America. It was worked to death and it is a fortunate thing that the craze died instead of all learning. Everything fits into something else, and the humblest workman who does not know a little about what comes before his work and what follows it cannot possibly perform a service of intelligence. The widest collateral knowledge is sadly limited when we realize that all things are related. Terms are interchangeable and the man who really knows one thing well will learn somewhat of everything, while he who has some knowledge of many things can certainly bring a greater light to bear on any single subject to which he devotes his attention."

The New Humanities

EVIDENCE accumulates that the college of liberal arts must define more broadly its field of the humanities if the arts course is to maintain its place as the integrating force of American university life.

Miss Elsie Murray of Sweet Briar College (Virginia) declares that "the natural heirs to the 'Humanities' of the older curriculum" are the departments of psychology, philosophy and education. To these departments she commits the task of sounding the depths of a problem which she states succinctly as "an astounding ignorance, even in the so-called 'educated' classes, of the simplest conditions of healthy living, mental and physical; childish prejudices against

those outside one's own particular circle, against classes, sects, parties, nations, ideas—equally childish tolerance for one's own pet biases, credulities, and superstitions; an un- (if not anti-) social preoccupation with trivial personal affairs and squabbles, and the trick of shifting responsibility for existing evils upon our neighbors, the government—or God. How can we expect adequately to cope with the social, economic, religious, national or world problems which confront us, until our educators have tackled these fundamental human weaknesses—ignorance, prejudice and inertia—and in some measure overcome them, in the average human being?"—Ginn and Company Bulletin.

Choose an Open Road

LONG experience of teachers is so often cited as a reason for continuing in service, or as a factor in promotion, that the following bit of "Uncommon Sense" by John Blake is suggestive:

A well-known bank president recently gave this excellent advice:

"Avoid employment in institutions where the seniority rule obtains."

The man, though as capable at forty of being president of a bank as he is now, was little more than a clerk at that age because of the rule that the men longest in service should be given preference in promotion.

The application of this rule would have barred Napoleon from leadership of the armies of France, would have lost Grant to the United States in the Civil War, and would bar half the ablest business executives from the places they now hold.

It is ability, not seniority that counts. If this were not true, any loafer or incompetent need only wait till opportunity piled gold upon his lap.

There would be no incentive for effort; no reward for brains.

As well let seniority rule in art, in literature or on the stage.

As well have said to Michael Angelo:

"You may be an able painter and sculptor and architect, but there are older men than you in Rome, and you shall neither design a cathedral nor decorate it till they are dead."

If you want to rise in the business world, find an employer who judges men on their merits, not by their ages.

It often happens that the very fact that a man has been twenty-five years in one position ought to disqualify him for promotion.

Faithful service is valuable, but it does not count like efficient service, and it ought not to count for so much.

It is the alert mind, whether in a younger or an old body, that is valuable, and which ought to enable its owner to progress.

It is eager, thoughtful devotion to a business that helps the business.

If young men are abler than old men, they will replace old men. It is still true that high positions are held by old men. This, however, is not because of their age or the length of their service, but because of their ability.

Establishments maintaining the seniority rule are blind alleys. Choose an open road if you intend to keep on traveling.—Copyright, 1921, by John Blake.)

All of which is no argument against long service, as such, but a recognition of efficiency in service and professional growth as the main factors in determining advancement of teachers or other workers.

ADVICE TO PARENTS

Naturally, the right to give advice has been pre-empted by adults. In particular, parents prescribe for their children. It is maturity seeking to guide immaturity. The young are taught what they may do, and what they may not do; what is proper, or thought to be so, according to adult conventions and what should be avoided; the badness of the bad and the goodness of the good, again as measured by adult standards; the hurt that flows from temper and protest and disobedience; the failure to respect the wishes of the parent. But, for the most part, parents forget, or have not known, that they are under equal obligation to respect their children's rights and point of view. The angry criticism, or irritable reactions to childish behavior, or readiness to see fault, or inconsistent commands, or deception, or misconception of statements, are all likely to hurt the child and lead to distrust, as would similar treatment received by the parent.

Helps to Parents

These reflections have been suggested by a striking significant article in *The Living Age*, September 30, 1922, entitled, "Parents and Children," by Catherine W. Alexander. It was originally published in the *Manchester Guardian*, and is vouched for as the authentic statement of "How Parents and Children Can Improve Themselves." One, having read the article, is impressed with two facts concerning it: first, the soundness of the advice; and second, that it was written by a 14-year-old girl, who gives her reasons for trying "to help parents with growing children to bring them up." Averse to "pampering, petting and cuddling" children, she strongly advises sending them to school early, "where they will be punched and cuffed into shape." "Put yourself in their places, take their point of view a little, and you will soon gain their confidence."

For she says in a thoroughly sensible way, "a child has its fancies, like grown people, and a great many of a child's fancies have reason behind them, and are not merely wishes that they wish for themselves, but ones which, if only a parent knew it, would prevent many a little quarrel and disagreement that will arise between children and their parents, just because the parent has expressed itself wrongly and in a way that a child objects to or sees through." Sees through is good. She gives a

list of a score of books for children from eleven to fifteen years of age, ranging from *Fairy Tales* to *Charlotte Bronte*, *Thackeray*, *Scott* and *Arnold Bennett*. Among the words of advice to children, concerning their habits, their "swear-words," their friends, etc., they are advised that when visiting, "if your hostess offers you a cigarette, do not accept it: tell her your father thinks you shouldn't smoke before twelve years old!" She cites a number of ways in which a child may, and should be, "good" in the home and elsewhere; but adds, "not too good, or you will be a prig."

Success

HE has achieved success who has lived well, laughed often and loved much; who has gained the respect of intelligent men, the trust of pure women and the love of little children; who has filled his niche and accomplished his task; who has left the world better than he found it, whether by an improved poppy, a perfect poem, or a rescued soul; who has never lacked appreciation of earth's beauty or failed to express it; who has looked for the best in others and gave them the best he had; whose life was an inspiration, his memory a benediction.—Bessie A. Stanley.

Aristocracy vs. Democracy

LET us look the question fairly in the face and be honest with ourselves. We are ruled in industry, in commerce, in professions, in government, by an intelligent aristocracy; we have never had a true democracy, and the low level of the intelligence of the people will not permit of our having one. We cannot conceive of any worse form of chaos than a real democracy in a population of an average intelligence of a little over thirteen years.

"This aristocracy must inevitably be the most intelligent, but it must also be well trained, benevolently inclined and willing to admit any others to its membership who are fitted to belong."—George B. Cutten, President Colgate University, in *School and Society*.

Equality of Opportunity

THERE never can be equality of rewards or possessions so long as the human plan contains varied talents and differing degrees of industry and thrift, but ours ought to be a country free from great blotches of distressed poverty. We ought to find a way to guard against the penalties of unemployment. We want an America of homes, illumined with hope and happiness, where mothers, freed from the necessity for long hours of toil beyond their own doors, may preside as befits the hearthstone of American citizenship. We want the cradle of American childhood rocked under conditions so wholesome and so hopeful that no blight may touch it in its development and we want to provide that no selfish interest, no material necessity, no lack of opportunity shall prevent the gaining of that education so essential to the best citizenship."—From the Inaugural Speech of President Harding.

A National School

IN the Harper's Magazine for October may be found a discriminating article on "A National School." Its reading would profit either teacher or parent. It is emphasized that it is not so much knowledge of any kind that is wanted as a strong and true American feeling, a sense of the solidarity of the ideal (and therefore real) American democracy. Dr. John Finley is quoted in a pertinent recommendation that there should be instituted a great educational Plattsburg for the training of American public school teachers. He is credited with denying the right of a certain Eastern university to undertake the venture, because it "does not believe in the public;" and that, so far as he could discover, "only one professor in that faculty had a child in the public schools. How could such a faculty prepare an army of enthusiastic teachers for the public's children while denying them the faculty's children?" It is a telling argument throughout for the recognition of one national spirit in education, free from private or sectarian exclusiveness—if our democracy is to be free from stratification and contending elements. It is not uniformity of subjects, or methods, or organization that the situation demands, but a consistency of American ideals, a sense of the common purpose of all of us, a feeling that Americans are one people, not a loose confederacy of exclusive and suspicious groups, or classes, or sects, or parties with antagonistic or divergent aims. Manifold organizations within any large civic group there will be, and ought to be. But a recognition of the oneness in institutional loyalty must be supreme, and this the schools must teach.

Spontaneous and Supervised Play in Childhood.

By Alice Corbin Sles. Pages, 442.

A Practical Handbook of Games. By Emily W. Elmore. Pages, 118.

Both by the MacMillan Company.

Every adult has been a child: even the teacher, though this is not in every case apparent. It is astonishing how little acquaintance with games the average teacher reveals; and how little active sympathy with the child love of the game and free play; and how ready he is to feel irritation at their spontaneous, apparently aimless activities. There are two or three reasons for this alienation: In the presence of what we think to be more urgent and important concerns, we grow away from childhood's love. "When I was a child I spoke as a child and thought as a child, but now that I am become a man I have put away childish things." We forget our own childhood busyings and, as adults, find it difficult to reproduce or recreate them. Then, along with the other numerous changes in children's environment, there have been many games added, most of which are as new to all except the experts as is the automobile or radio. A third reason must be cited to account for this adult alienation from childhood's concerns. The teacher is, per force, occupied with formal knowledges, an emphasis of the intellectual, to a degree neu-

tralizing the emotional, instinctive and moral faculties. There is little teacher impulse to free, unhindered activity, for the mere joy of it—such as the child feels. There are, consequently, needed such books as "A Handbook of Games," not for the play and athletic director alone; but that academic teachers may cooperate with them to the common end of a rounded and integral education. There is given a classified list of 130 games: for very little children; for children from the third to sixth grades inclusive; and from the seventh grade through the high school. Where they are likely to be unknown, the games are described and mapped for illustration. It will be found a useful book for playground directors, certainly, for teachers of schools where special supervision is not provided.

These companion volumes offer rich suggestions to teachers, to play directors, to mothers, even, of the educative possibilities inherent in whatever play activities that challenge and hold the childish interest and purpose; all the better if the play can be given a shunt in the direction of abiding effects by a wise and sympathetic observer using the suggestibility of children to the pursuit of activities as if they were their own. With all the recent progress in providing play spaces and regulated play times and the introduction of real games and sports, their educative value is held by most teachers in a nebulous thinking. These two books if carefully studied would do much to fix correct notions and, maybe, a more farseeing practice.

Play as an instrument in education is relatively modern. Teachers, even, have not regarded it seriously as a schooling exercise until very recent years. In a general way the educative meaning of the spontaneous activities of childhood has been apprehended if not comprehended. In his shorter essay on Nature, Emerson notes that "the child with his sweet pranks, the fool of his senses, commanded for every sight and sound, without power to compare and rank his sensations, abandoned to a whistle or a pointed chip, to a lead dragon or a ginger-bread dog, individualizing everything, generalizing nothing, delighted with every new thing: lies down at night overpowered by the fatigue which this day of pretty madness has incurred. But Nature has answered her purpose with the curly, dimpled lunatic. She has kept every faculty, and has secured the symmetrical growth of the bodily frame, by all these attitudes and exertions—an end of the first importance, which could not be entrusted to any care less perfect than her own." It is just the utilizing of these constitutional traits in children under ten years of age, planning for them "a rich, free play-life," a planned environment that should appeal to the play-action tendencies and stimulate them toward high responses. It is a most convincing presentation of the possibilities of free play under wise supervision.

There has been much written and done, and wholesome results accomplished for the later childhood and adolescent years; but Mrs. Sles has here set for herself and, with notable success, solved the problem of the effective, but unobtrusive guidance of the younger children.

After a discriminating valuation of play and work, there are a dozen artistically illustrated chapters on Dramatic Plays of Childhood—the doll and doll-house, the store, school, hunting, fighting (a fine statement), the fireman, etc.; a number of chapters on Movement Plays—climbing, walking, leaping, swinging, dancing, swimming, throwing and kindred movements; the sand-pile, clay manipulation, gardening, playing with fire and water (ingenious interpretations of the childish instincts and provision for their satisfactions and direction). In an appendix are given references for collateral reading, and "stimulating questions and exercises" related to the problems and principles stated in each chapter. Any primary teacher or kindergarten, or lower grade elementary teacher will find here both information and stimulation.

North America. By Nellie B. Allen. Ginn and Company. Pages, 391.

In the two-series Reading Books on Geography and Geographical and Industrial Studies, Ginn and Company render an eminent service to teachers, to youth themselves and to librarians who seek to stock their shelves with "books that will be read." In the latter series have already been published volumes on the United States, The New Europe, Asia and South America. North America adds to both the reputation and the value of the series. Few subjects in the school course yield themselves to the presentation of facts and their relations, to observable causes and their effects, of practical informative character as does geography. Lands and their people; industries and their raw material; the common occupations and home life; geographical influences and earth changes; brooks and rivers and mountains and plains and cities; the conditions of urban and rural life; natural resources and animals; the conditions of living and working in the sometimes inhospitable regions; discoveries in the back countries, trails and transportation—all spell geography and interests of the most picturesque quality. They are studies which appeal to childhood and youth—imaginative, venturesome, eager to know, just outgrowing the limitations of early provincialisms and ready to live the vicarious experiences of other lands and times and peoples. Miss Allen betrays real genius in the expression that catches and holds the attention. Both the text and the nearly 200 illustrations of North America, while severely of the fact character, are so presented as to have the effect of dramatic representation. It is filled with problems and projects; suggestions for much voluntary participation by pupils in carrying on and expanding the work; fixing the reference-book habit; correlating the related studies; and magnifying the knowledge and use of our natural resources. The illustrations in number are artistic and teaching qualities are admirably chosen. Such formal study of geography as was once practiced on some of us seems pinched and fruitless beside the feast of knowledge and interest in these geographical readers. The material furnishes a fairly comprehensive summary of continental conditions and physical and human relations which, if one

have no further study of the subject, would make a not unsatisfactory equipment in Earth Knowledge. It should not escape mention that a twenty-page index greatly increases the value of the book as a magazine of the most valuable facts, and a manual of reference in a variety of studies.

High School Ideals. By Samuel Hamilton. The American Book Company. Pages, 159.

With all its limitations, the county superintendency offers exceptional opportunities for large humane and idealistic service to youth and their communities. Not to mention others, the achievements of Cora Wilson Stewart of Kentucky and Charl Ormand Williams of Tennessee, working under not the most favorable conditions, are examples of the abiding values that may be created by this devoted, courageous and intelligent county education official. Samuel Hamilton was another such leader. The writer knew of the work and the rich influence of the man thirty years ago and never since has lost track of his work. He has been so more than the head educational officer of Allegheny County, Pennsylvania. Office details were not able to submerge his interest in the people of his territory. Records, official decisions, reports, school organizations, prescribed duties, all conscientiously performed, were seen as means to accomplish human and stimulating relations with the youth of the county and their homes. The little volume of eight addresses contains a fraction only of the inspiring and provocative messages spoken and written in his more than thirty years. But they were all spoken with vision beyond the present and from the vantage ground of a high level. The titles of these addresses are significant of his faith in youth for the noblest purposes; the Nobility of Character, High School Ideals, the Lane of Success, the Rain of Gold, the Hill of Difficulty, Individual efficiency, Thinking and Serving, and a Plea for Play. They are enlivened, and made appealing to youth, by many personal incidents, stories from industry and achievements, pertinent references to literature and art and social ethics, and his own experience that made the message very real. High School principals and teachers, platform speakers to the young and all who are interested in youth's upbringing will find the book suggestive, and well worth the careful reading and study by the students themselves.

Education for Business. By Severett S. Lyon. The University of Chicago Press. Pages, XIV plus 618.

Studies consist, mainly, of those pertaining to the physical world-objects, forces and phenomena; and those dealing with the world of man. Both present manifold forms. Investigations and conclusions of the former are more complete. Some critical inquiry has been made in the field of institutions, of language, jurisprudence, general social phenomena, mechanical industry, domestic relations, social codes and kindred topics. But almost nothing has been accepted for municipal management, public revenues, intelligent care of dependents, cooperative industrial effort or the basic and common

objectives in business. Topsy-like, these institutions have just grown up. Custom and tradition have ruled; and in the business world individual initiative and practice have predominated and led to an unraveled complexity. The common objectives of business are not clearly seen. The concept has not been defined, and progress in education for business has been lame. In America, it is "unique in its vigor and in lack of guidance." The policy of most school agencies has been rather training for the several businesses than education in business. Mr. Lyon's treatment is of the nature and standards and social connections and abiding purposes and development of business. He defines it as "that scheme of economic organization which is at present largely responsible for gratifying human wants." Education for business becomes, therefore, neither the "planning of business courses, nor teaching business subjects in terms of tradition or custom," but the determining of "the general objectives of business education, and the important agencies."

After certain introductory chapters defining the problem and stating and evaluating outstanding objectives in education for business and the modern application of science to productions, two chapters are devoted to "what business wants" in the way of ability and adaptability. One chapter is given to the "functions of education in a democracy." In both groups the method of presenting the discussion is by the mouth of the expert—extracts from letters, addresses on books. Representatives of a dozen great industries are quoted as to what business wants, the experience of a number of cities, the Federation of Labor, expert financiers, etc. Similarly, on the aims, functions, evolution and ideals of education in a democracy, there are taken opinions from Dewey, Thorndike, Gompers, Cooley and others. Little attempt is made by the author to interpret these statements: they are presented as raw material for the reader's meaning. Upon investigation the method proves to be far more effective than, in advance, seems possible.

Approximately half of the text is taken up with an exhibit of the several modern agencies of education for business, the business college, private commercial and correspondence schools. Corporation schools, collegiate schools of business, high school commercial courses, the high school of commerce, the business continuation school, cooperative business courses, evening schools, graduate commercial courses, and commercial teacher training. The treatment will be found modern and helpful.

Self-Help English Lessons—Third Book—By Julia Helen Wohlforth and John J. Mahoney. The World Book Company. Pages, 392.

Books One and Two of this series have been noticed as they came from the publisher. The method throughout the series is consistent, giving a unity in an astonishing variety of material and abundant. The social objective has been worked out in a detailed and thoroughly practical way. There are separate presentations for seventh and eighth grades. It is a bit un-

fortunate that the scheme does not include material, similarly organized for the ninth grade. The Junior High School has so entirely justified itself as an organic part of the system and so surely completes the three-class group that they should be considered together.

Besides the facts that under several state laws youths are kept in school for at least one year of the traditional high school, and that they are leaving school at an age when such social meanings of language are so much needed, a continuation of the series would be very serviceable.

This Third Book, however, is admirable, in both content and method. Much use is made of the project in both grades—for self-help devices, class organization, class papers, self-directed recitations, etc. Neither the project nor the social reference in class or individual exercises is over-emphasized, but is permitted to develop naturally from the situations taken. Fine literary and historical extracts for study, stories and interesting life incidents, business experience, personal doings and longings, class discussions and writing for the press, are all used, along with much else, to teach correct usage of language, grammatical structure, simple rhetorical principles, the correction of errors, etc. Like the other books of the series it is usable as a text by any teacher in any school, large or small, where language work is systematically presented. Indeed the book is so complete that the average individual has little need of more.

Children's Songs and Stories of the Wild Flowers—By Norine Connelly. Harr Wagner Publishing Company. Pages, 70.

To know the wild flowers is good. To love them is better. And to be able to express one's sense of kinship with them is a form of fine art. Everything about this little book appeals to that sense of the fine which one has. The sentiment here is childhood's sentiment, but all the more human and less artificial and domesticated than much that goes under that name among adults.

"Wild Flowers" is the theme, but the treatment involves both song and story—music and literature. And the surprising thing about it all is that both words and music are the children's own. With the exception of nine rhymed poems, all of the 59 word pictures and their accompanying simple melodies, were composed by the children. In ingenious recital the theme was given by the teacher; for the rest we are assured, it appears in the collection,—song and story "exactly as the children told and sang them." The illustrations by Carola Kuss Cordell are artistic, dainty and relevant. Teachers of primary classes will find the collection both useful as it is, and stimulating to similar attempts by their own pupils—a double service which they must be quick to appreciate.

Teachers will find in the December number of the Journal of Educational Method of description of somewhat similar experiment with third and fourth grade children at Bennington, Vermont.

Foundation History Stories—The World Book Company. *Beginners' Ancient History.* By J. B. Newman. Pages, 174.
Beginners' Modern History. By J. B. Newman. Pages, 160.
Brief History of Modern Europe. By William Glover. Pages, 229.

"History is our interpretation of the life of men in the Past," at least, history as written undertakes to reveal how peoples lived, and worked, and grew in knowledge, and governed or were governed, and what institutions flourished and how. In modern education is shown an increasing conviction that every one, however much or little schooling he may have, is advantaged in personal possession, in social insight and in a liberal civic consciousness by an understanding of how the people and nations and governments and social standards have come to what they are. Such stories as are here noted make it possible for the younger boys and girls, even, to read of the up-coming of the present through reading of the past. The connected story of ancient peoples, the frontier of the race's civilization, is, when told as Mr. Newman tells it, interesting to youth as are all stories of frontiers whose activities are made real. So also, the immigrations of early modern Europe, the spirit of world adventure, the colonizing of new lands and the rise and contentions of young nations have an appealing force for the young. Modern History becomes picturesque in story. With a background of these two pictures, the Modern History of Europe becomes intelligible to junior high school classes. As presented here it begins about 1815 and ends with the formation of the League of Nations and its important provisions.

It is a remarkable series of books—these Foundation History stories—remarkable for what is found may safely be left out; for the articulateness of what remains, for the vital concreteness of the recital and for the thoroughly intelligible English—neither academic nor childish. For children from the fifth grade up, they will be found both readable and interesting. To know what they relate will make familiar to youth more history than most students now learn; and what is better, is sure to sow seeds of interest that will prompt to further reading.

Education on the Dalton Plan—By Helen Parkhurst. E. P. Dulton and Co. Pages, 278. Price, \$2.00.

In May of the present year there was given in these columns, a brief review of "The Dalton Laboratory Plan" by Evelyn Dewey, from the same publisher. The latter is a sympathetic observer's and reporter's estimate of the method devised by Miss Parkhurst. Miss Parkhurst improved and systematized her method in Dalton, Massachusetts, high school, having had experience in primary schools, normal training schools and training college. The "plan" had been worked into form by 1913. The following year, the author studied the Montessori system in Rome, and acted as the Doctor's assistant at the Exposition in San Francisco in 1915. Four years later, the plan was introduced into

an ungraded school for crippled boys, and later in the Children's University school, New York. Throughout the experimental and early stages it had been an attempt to apply "the principle of freedom in education," or "learning envisaged from the learner's point of view. She is constantly facing the question "what is the proper distribution of initiative and responsibility between teacher and taught?" and seeks to discover an answer. This she finds in the laboratory plan, whose first principle is freedom of the pupil to "absorb knowledge at his own rate of speed," and "to continue his work without interruption" by an enforced program. The second principle is called "the interaction of group life," or cooperation among pupils, work problems are set for each pupil a month at a time, and having agreed upon a standard excellence to be attained, he is permitted to budget his own time and spend it according to his felt need. The problem of education is not a teacher's but a pupil's problem; therefore remove all impediments—dictation, time-table, prescriptive ordering, stated tests, a fixed curriculum, etc. He must be free to work with any of his fellows who are concerned with the same job. He is free to leave one project for another at his own discretion.

The plan does not interfere with an organization of the school by classes, a teacher being held answerable for the records and progress of a given group. But each teacher is a specialist "devoting her energy to teaching her best subject and only that." It contemplates departmental work from the fourth grade; each room being a laboratory with equipments of materials, tools and books for one special subject. From 9 to 12 daily, pupils are free to work in these laboratories upon their own responsibility. The afternoons are given to lessons, which are rather conversations and for the laying of plans of work. So far as the teacher's function is concerned, the laying out and making assignments of contract jobs call for most care. Nearly 100 pages are given to a discussion of their character, the most usable forms, and to "sample assignments;" these last comprising illustrative outlines and suggestions for studying science, history, geography, mathematics, art and music; and all of the grades are represented from the fourth to the first year of high school. With this showing it would be difficult for a sympathetic teacher to go astray in introducing the plan.

As set forth by Miss Parkhurst, the Dalton Laboratory is primarily a device for throwing upon the pupil the responsibility for his effort, and hence, his learning. As a second consideration, the teacher is regarded as an adviser, not a lecturer. It represents an attempt to reach in every school act, the individual child. Down through the years this has been the ideal of every real teacher, from Pestalozzi and Froebel to Montessori and Miss Partridge. "How to distribute the responsibility between the learner and the teacher" is the ever-present problem. The writer recalls a wave of protest of forty years ago, against the rigid classifications then in vogue. For the most part, then, it meant only the chance of each pupil to learn

given texts with such speed as he could maintain. Later, it was thought the result might be obtained by reducing the size of classes; or changing the time requirements of the "course" to fit unlike abilities; or by providing a "help-teacher" for slower pupils in each room; or by grouping children according to their maturity rather than by the chronological age; or by more frequent promotions, or by opportunity classes,—all the while maintaining an exclusive class system, the more or less uniform curriculum, examination in bunches, and rating all by a common standard. These attempts have proved palliative only, and result in reaching groups of learners in a better way. Of all modern schemes, the kindergarten, perhaps, approaches nearest to individual stimulation with the cooperative effort. But this takes the children earlier than the Parkhurst plan is thought to be applicable—about 8 years of age. Mr. Eades, an expounder of the Dalton plan, distinctly affirms that it is *not* the Montessori system, though for four years Miss Parkhurst, herself, says her "first conception of educational laboratories" came with the reading of Swift's "Mind in the Making," about 1909. A draft of the present plan was begun in 1912. Chapter VIII, on Teaching and Learning is well worth reading by any teacher, wholly apart from its advocacy of the laboratory plan. It is stimulating, sensible, practicable, direct. The book will be found most helpful to the open-minded and thoughtful.

Korean Fairy Tales—By William Elliot Griffes.
The Thomas Y. Crowell Company. Pages, 212.

Folk Lore is not without its chroniclers. It may be, as yet, a pseudo science only, though remarkably developed as knowledge, as a branch of scientific research it is a division of the comprehensive science of anthropology. It deals with tradition as comprising the accepted accumulations of the wisdom of the uneducated. It thus represents the common life, the empirical behavior as it takes form in customs and more or less primitive institutions, in medical and other superstitions; and has its kinships with myths and fairy notions and the incident practices. Through their investigation it is sought to discover and interpret the universal mental characteristics possessed by the human race. For these folk lore and myth and fairy stories are found among all peoples, apparently; handed down by tradition from early beginnings. The fable, also, belongs to this larger group. It is wholly a matter of tradition, and the author as giving an exposition or interpretation, has a more difficult task even, than the observer and interpreter of scientific facts and their rendering into reliable guidance.

The present author has had a rich experience in his contact with folk-lore sources and material, and knows the nations treated at first-hand. He is the author of *Fairy Tales of Belgium, Holland, Japan, Switzerland and Wales*, beside the work here noted on Korea. Mr. Griffes spent several years as a pioneer American educator in organizing a school system in Japan and came to know the spirit and social standards of the Korean people, and their civiliza-

tion "which once so enriched Asia, and made possible the modern Japan such as we know today." The book comprises 26 stories,—stories of animals; spirits; Sandalwood, the Father of Korea, Kija, the wise law-giver; Fancha, the Story Teller; White Whiskers, the Tiger; Peony, the King of Flowers; Takgabi's Menagerie (cats and dogs) Catkin, with her five gems, a sort of Pandora's box, from which were shown the five characteristic traits of the Korean people; the Great Stone Fire Eater; Seoul and the Mirror that made Trouble; etc. It is an interesting collection of tales, interpreting the soul life of the common people of Korea, not in primitive days only, but today in their cherished beliefs and myths and superstition practices, their crude interpretations of nature—just such as may be found among the simple-minded and uninstructed of all nations. The stories constitute an admirable reading book for children or for story telling by the teacher.

High School Geography—By R. H. Whitbeck.

The Macmillan Company. Pages, 577.

For the elementary grade pupils geography is a rich information study; less exclusively so than formerly, for there are texts and schools whose teaching effect looks to the cultivation of the judgment in the years before the junior high school even. For the high school, in the best current conception, the study is scarcely less cultural than vocational. It is rich in knowledge connections—with history, populations, economics, the sciences, international associations, health and productiveness, national strength and resources, etc. No other secondary school study is more stimulative of interest in life problems, and an appreciation of natural forces and causes upon which depend so many human forces and conditions. Productive areas, the distribution of population, transportation, actual and possible, commercial development and connections, markets and trade are all conditioned by geographical factors. The Whitbeck text is distinctly of high school grade. It is offered as a study of the interrelations of the physical environment and human activities. After a single chapter given to the "Earth and its Neighbors," there follows a foundation study of soil, rivers, agriculture, and the surface features of the land, with major reference to the United States, its industries and commerce. Something more than a hundred pages are devoted to the geography, population and industries of the other country-groups—Latin America, the British Empire, Continental Europe (more than half of this space to the last two), and the Oriental countries, Japan and China. The numerous cross references in the text, and the comparative tables, show their important economic relations to each other and to the United States. There are eight excellent colored maps and nearly 400 figure and picture illustrations. It is noticeable that no other single country or state has so many individual references as does California—probably due to the character of the population, the diversity of our products and our easy land and water neighboring. It is a

(Continued on page 121)



"Something new under the sun!"

The exclamation of welcome that greeted the first announcement of the epoch-making Victor plan for an intimate study of

The Instruments of the Orchestra by Sight, Sound and Story

18 charts (14" x 22"), showing the instruments in absolute accuracy of color and detail.

Two double-face Victor Records (35670 and 35671 or 35236 and 35237), giving the tone quality of every instrument.

A handbook containing full description and history of the instruments and their uses by composers.

A New Revised Edition Now Ready
(Illustrations on one side of card only)

List price of charts (including handbook) \$5.00 a set
List price of separate handbooks .35 each
List price of records . . . 1.25 each

For further information consult any dealer in Victor products, or write

Educational Department
Victor Talking Machine Co.
Camden, New Jersey

INSTRUMENTS OF THE ORCHESTRA
HANDBOOK

THEY ARE HERE!

Say you saw it in the Sierra Educational News

NOTES AND COMMENT

The Executive Committee of the Northern Section, California Teachers' Association, met in annual session in the office of Superintendent Hughes at Sacramento on Friday, January 5. Present at this meeting were Mr. L. P. Farris, President of the Northern Section; Mrs. Minnie R. O'Neill, Secretary, and County and City Superintendents representing the various districts in the Section. Executive Secretary Chamberlain of the C. T. A. met with the committee. Under the constitution and by-laws of the Northern Section, which organization meets on alternate years, it is the duty of the Executive Committee to convene on the alternate years, to transact any business necessary and to act in lieu of the Association proper.

Reports were listened to from the Secretary and Treasurer, and plans for the next annual meeting discussed. There was difference of opinion expressed on the part of members of the committee as to the advisability of continuing the sessions on alternate years, as at present. A number of members advised return to the original plan of the Association meeting each year. It was determined to put the matter before the members of the association for consideration and decision, at the meeting next fall, at Sacramento. Executive Secretary Chamberlain outlined the proposed legislative plan, and this was considered in detail. A committee was named to act in co-operation with the State Council Committee on Legislation. There was also taken up for consideration plans for developing the membership in the Northern Section.

Word comes to this office of the resignation from the presidency of the State Normal School at Milwaukee, Wisconsin, of President C. G. Pearse. Mr. Pearse has been head of the Milwaukee institution for nine years. Previous to that he served for a number of years as Superintendent of the Schools of Milwaukee. For a considerable number of years past, and until the meeting of the N. E. A. at Boston last July, he served as Chairman of the Board of Trustees of the National Education Association. Mr. Pearse has been President of the N. E. A.

This resignation comes somewhat as a surprise to those not closely in touch with the local situation in Wisconsin. In that state there are several state normal schools. President Pearse is not entirely in sympathy with the policy of the governing board of these state institutions. In the attempt of this board to curb the activities of the normal schools, and what President Pearse believes to be for the best interests of the schools of the state, the latter cannot see his way clear to continue. If the condition in Milwaukee, and Wisconsin is such that there is a divided authority, and those with political ambition and without knowledge of educational means, are attempting to domi-

nate the school situation, then President Pearse is doing the right thing in resigning from the position. It is expected by some that he will be able as an "outsider" and public citizen, to help clear the atmosphere.

In the Harper's Magazine for October may be found a discriminating article on "A National School." Its reading would profit either teacher or parent. It is emphasized that it is not so much knowledge of any kind that is wanted as a strong and true American feeling, a sense of the solidarity of the ideal (and therefore real) American democracy. Dr. John Finley is quoted in a pertinent recommendation that there should be instituted a great educational Plattsburg for the training of American Public School teachers. He is credited with denying the right of a certain eastern university to undertake the venture, because it "does not believe in the public;" and that so far as he could discover, "only one professor in that faculty had a child in the public schools. How could such a faculty prepare an army of enthusiastic teachers for the public's children while denying them the faculty's children?" It is a telling argument throughout for the recog-

A Victrola in the Schools; What Does It Mean?



Appreciation of good music is a right belonging to every child, but denied to most by lack of opportunity.

For it is only by constant repetition of good music that good music becomes appreciated.

And because the VICTROLA supplies this opportunity, its place in the school is fixed. It belongs in your school room as definitely as the blackboard or the ink well.

*The greatest musicians sing
only for the true Victrola*

Sherman, Clay & Co.

Kearny and Sutter Streets, San Francisco
Fourteenth and Clay Streets, Oakland
Ninth and J Streets, Sacramento
325 E. Main Street, Stockton
J and Merced Streets, Fresno
190-196 S. First Street, San Jose
Stores also at
Portland, Seattle, Tacoma, Spokane
and elsewhere.

THE STORY HOUR SERIES

Story Hour Readers (Grades One to Three Inclusive)—This method represents the best pedagogy of today. In its emphasis on thought-getting instead of word-memorizing, it gives the best preparation for silent reading. By means of its simple and effective phonetic work the pupil makes amazing progress in learning to read.

Story Hour Readers	-	Primer	\$.60
Story Hour Readers	-	Book One60
Story Hour Readers	-	Book Two72
Story Hour Readers	-	Book Three76
Story Hour Readers	-	Manual80

Story Hour Readings (Grades Four to Eight Inclusive)—In these books for the last five years, the delightful selections represent the best of both classic and modern writers. They provide the kind of reading material needed by schools today, because it is strong in its training of character and in its ideals of citizenship. Provision is made for silent reading.

Story Hour Readings	-	Fourth Year	\$.80
Story Hour Readings	-	Fifth Year88
Story Hour Readings	-	Sixth Year88
Story Hour Readings	-	Seventh Year92
Story Hour Readings	-	Eighth Year92
Story Hour Readings	-	Manual for Fourth, Fifth and Sixth Years	1.00
Story Hour Readings	-	Manual for Seventh and Eighth Years	1.00

AMERICAN BOOK COMPANY

121 Second Street, San Francisco

NEW YORK

CINCINNATI

CHICAGO

BOSTON

ATLANTA

Say you saw it in the Sierra Educational News

nition of one national spirit in education, free from private or sectarian exclusiveness if our democracy is to be free from stratification and contending elements. It is not uniformity of subjects, or methods, or organization that the situation demands, but a consistency of American ideals, a sense of the common purposes of all of us, a feeling that Americans are one people, not a loose confederacy of exclusive and suspicious groups, or classes, or sects, or parties with antagonistic or divergent aims. Manifold organizations within any large civic group there will be, and ought to be. But a recognition of the oneness in institutional loyalty must be supreme, and this the schools must teach.

In a recent number of the School Board Journal appeared a discussion of the fiscal independence of school boards. The policy of twenty-four cities is given, along with the number of members and the manner of their selection. These cities ranged in size from New York, with its 5,600,000 population and seven boards, to Denver, Colorado, with a population of 256,000 and seven members. The twenty-four boards averaged eight members each. But five boards have more than ten members; eight have seven members each; seven have five; of the remaining four, three are composed of nine members each. Of the twenty-four cities, fifteen report that the city government has no authority over the finances of the schools (subject only to state limitation); seven admit complete or almost complete dependence upon the city; and two, a divided authority. The discussion summarizes with "five cogent reasons" why a city school system should be financially independent: it is right in principle; it is not in violation of correct principles or taxation; it works better in practice; it makes for continuity of educational policy; it provides adequate financial safeguards for a community.

Since early in 1921 Kansas has had a State School Code Commission at work and has just issued a compact Report of 80 pages. Among the recommendations, the district plan is retained, though provision is made for a county unit of taxation for part of school support, and a county board of education whose duties are wholly administrative. An eight-month minimum term is recommended. Of the 8637 schools of all grades in the state, 7639 are one-teacher schools and of 522,457 pupils 207,241 or 40 per cent, are in these schools, with an average daily attendance per teacher in the cities of 32, and in the one-teacher rural schools, but 13, with one-fourth of these last having less than ten pupils, the effort to equalize school opportunities in Kansas is a difficult one, as in most states. The Kansas School Code Report is worth studying.

There has been made public a series of excerpts from the Report of the Board of Alumni Visitors on the University of California. Among the recommendations, the following are noted: that "a board of educators be asked to make an intensive study of the curriculum to ascertain if

GEOGRAPHY for BEGINNERS

By Edith Porter Shepherd, Principal of
Warren and Avalon Park Schools, Chicago.

Texas and Montana adopt it for
third grade basal text. Sub-
stantially recognized in nearly
every state in the Union.

"One of the most interesting books we have seen for a long time is *Geography for Beginners*. It is designed as an introduction to formal geography and may be used in the third or even the fourth grade. It is written in short, clear sentences. It enables the child to see how life in his own home is related to that of the world beyond him and it shows him how people have used the earth and its products to make life pleasant for him.

"The book is illustrated with attractive pictures, the type is large and easy to read. Each chapter closes with a list of 'things to think about and do.' Mrs. Shepherd has given us something new in this book for children and has made a distinct contribution to education and joy of children."

Virginia Journal of Education,
Richmond, Va.

Send for descriptive folder

Rand McNally & Company

CHICAGO

SAN FRANCISCO

NEW YORK

Advance Announcement—

December 1922, the California State Board of Education added to our superior list of approved textbooks, the following new (1922) publications:

JUNIOR TYPEWRITING, By Elizabeth Starbuck Adams. An elementary typing text approved by teachers of English. Illustrated.

State Price80c

FIRST PRINCIPLES OF ADVERTISING, Nesbitt. Clear, definite, practical.

State Price80c

OFFICE PRACTICE AND BUSINESS PROCEDURE, McGill.

State Price96c

EFFECTIVE EXPRESSION, Rhodes. A distinctive text on composition and rhetoric.

State Price\$1.12

Examination copies sent to teachers on request.

Pacific Coast and Orient Office

THE GREGG PUBLISHING COMPANY

Phelan Building, San Francisco

Take Your Choice

TWO SERIES OF CONTENT READERS, EACH OFFERING
SYSTEMATIZED PHONETIC DRILL

The phonetics of both series are based upon the same scientific principles of sounds, but the approach is different.

THE BEACON READERS

By James H. Fassett

have the *synthetic* approach, beginning by a study of the phonetic elements of the English language and with these elements or phonograms building up new words.

THE FIELD READERS

By Walter Taylor Field

have the *analytic* approach, beginning with the analysis of known words into their phonetic elements, and recombining these elements to make new words.

Both series have a wealth of fine literary material and there are no duplications.

The Beacon contains more of the old favorites, dear to the heart of every child.

The Field contains more new material not common to school readers.

These two series offer the teacher a choice both of method and content.

Write for circulars and further information.

GINN AND COMPANY

Publishers

20 SECOND STREET

SAN FRANCISCO

there is any foundation for the claim that popular demand has crowded into the University courses which do not properly belong there, and to suggest improvements;" that "the engineering course be held to four years of undergraduate study and include certain courses in English economics, business administration and cultural subjects;" that "a system of student advisors be provided to lessen the failures of students;" that "salaries should be increased so as to equal, at least, the salaries paid in other institutions of like rank." In the judgment of many friends of the University, the important recommendation is to the effect that there be made an intensive study of the administrative organization, "to determine the authority as well as the responsibility of the president." The conflicts of authority and privilege herewith intimated have been the source of much of the sympathetic criticism of the University's management.

Notice has heretofore been made of the Eldridge Entertainment House. Its product is exclusive. It includes song and dramatic entertainments for schools, and novelties for church, school and club, useful in money-making enterprises in civic and welfare work. There has just come a copy of "Progressive Agricultural Programs," that are unique in construction and purpose. The six sections comprise: a vegetable program, a live-stock program, silos and silage, high school agriculture, child feeding and bird day. It is issued as "a helpful book for rural schools, granges and other farmers' clubs." Directions for executing the programs and lists of bulletins and other references accompany the text. It would seem to be an excellent means of arousing in rural neighborhoods and schools an interest in the "better community."

Edward L. Moore of the San Diego High School, and President of the City Teachers' Association, has invented a device called the Monitor Game, for teaching the fundamental processes of arithmetic. The game consists of four sets, one for each process, with fifty answers and covering all possible combinations of numbers from three to nine. The game is patented and has been placed on the market. It has been highly commended by teachers who have used it.

Smith College, a non-sectarian woman's college, Northampton, Mass., reports an innovation in student privileges that is unique. Students whose standing during the freshman and sophomore years has been "B" or better, may, if they desire, devote all of this time during the remainder of their course in their special field (under the guidance of a director) without attending classes or taking examinations. This is a surrender of about all for which the old college stood. As to the examination, however, what a student has successfully accomplished during those two free working years is a better guarantee of standing than any formal set test

A Book of Choruses

For High Schools and Choral Societies

Edited by

George W. Chadwick
Osbourne McConathy
Edward B. Birge
W. Otto Miesner

A compilation of the greatest choral music representative of successive periods in music history, culminating in a comprehensive study of contemporary music, especially that of America. The singable quality of the music inspires the students to master the idiom of each composer, and to perform intelligently the master works of music. The book provides a background for a complete course in music appreciation.

Among American composers who have written for the book are

Charles Wakefield Cadman, Mrs. Beach, Felix Borowski, Carl Busch, Frederick S. Converse, Mabel Daniels, Arthur Farwell, Arthur Foote, Henry Hadley, Victor Herbert, Edgar Stillman Kelley, Horatio Parker, Frank van der Stucken.

Silver, Burdett & Company

New York Newark Chicago Boston

Something New—Motivated Seat Work Cards

In the H & M Pictures to Cut, Color and Paste will be found a new idea in seat work material. They are motivated by the fact that they require the doing of several interesting things. In the first place the instructions for coloring which are given in story form and the rhymes and other text, which is given in connection with the pictures to be colored, furnish good material for silent reading. The care with which the student reads is evidenced by the accuracy with which he follows the suggestions for coloring given in the stories.

Besides the reading and the coloring of the pictures there is the cutting and pasting, all of which is done with a definite purpose in mind and therefore makes these motivated seat work cards of unusual value.



The series consists of the following sets, each of which contains 16 different cards:

No. 15 — Circus Pictures, to Cut, Color and Paste16c

No. 16—Peter Rabbit Pictures to Cut, Color and Paste..16c

No. 17—Mother Goose Pictures to Cut, Color and Paste..16c

Samples of any set or all three will be sent upon receipt of price with the understanding that money will be refunded promptly if not found satisfactory.

Hall & McCreary Company

438 S. Wabash Ave.,

Chicago

Say you saw it in the Sierra Educational News

On the California List
are these

ATLANTIC CLASSICS

SENIOR HIGH SCHOOL

	California Contract Price
Atlantic Classics, First and Second Series.....	each \$1.00
Selected essays from the <i>Atlantic Monthly</i>	
Atlantic Narratives, First and Second Series.....	each .80
Short stories from the <i>Atlantic Monthly</i>	
Atlantic Book of Modern Plays.....	1.20
Modern one-act plays for the classroom	
Essays and Essay-Writing.....	.80
Contributors' Club sketches used to teach essay-writing	
Youth and the New World.....	1.20
<i>Atlantic Monthly</i> articles on live topics	

JUNIOR HIGH SCHOOL

Atlantic Prose and Poetry.....	.80
Stories, essays and poems from the <i>Atlantic Monthly</i>	

The *Atlantic* imprint means excellence of subject matter, perfection of style, meticulous editing, attractive format.

THE ATLANTIC MONTHLY PRESS

8 Arlington Street, Boston (17), Mass.

EVERYDAY CLASSICS PRIMER

EVERYDAY CLASSICS FIRST READER

EVERYDAY CLASSICS SECOND READER

by

Franklin T. Baker and Ashley H. Thornton

The EVERYDAY CLASSICS READERS for the remaining grades have been in wide use for several years. By the publication of these new books for the lower grades, we can offer a complete set of basic, literary readers. In these earlier books the most fascinating material in existence has been specially arranged to interest the pupil. The child is not only taught the **mechanics of reading** but his **interest** in the subject matter is stimulated and sustained.

WRITE FOR SAMPLE PAGES

The Macmillan Company

609 Mission Street

San Francisco

Say you saw it in the Sierra Educational News

at the close. As concerns the first provisions, it has become an accepted dictum that the liberal culture training ends with the sophomore year, and that university of professional or special training begins with the taking of the junior certificate. It will be seen that though an innovation as college regulations go, the Smith College proposal is not revolutionary. Institutions have been growing toward its adaptation for years.

By a writer in the Educational Review, it is estimated that while there are probably 375,000 students of French in secondary and higher institutions of all kinds (1922), there are not less than 300,000 studying Spanish, and that, on the whole, teachers of Spanish are as well prepared for their work as are the teachers of French. The writer is head of the modern language work in the high schools of New York, and should be well qualified to form a reliable judgment.

As concerning the dawdling drifter in college, a paraphrase of a well-known couplet is credited to the late venerated Dr. McCash, as follows:

"Tis better to have gone and loafed,
Than never to have gone at all."

From any other environment for the same period he would probably have received less.

During the last school year (1921-1922) pupils in the public schools of New York City deposited \$5,500,000 in School Savings Banks, a 40 per cent increase over the preceding year; and this, too, without any central organization such as a half dozen California cities have.

According to a table of salaries published by "Common Ground," the official paper of the Massachusetts Teachers' Association, of 157 cities and towns employing superintendents, 15 pay \$5000 or more (only one, Boston, above \$6000), and 27 pay \$2500 or less.

Washington joins with Ohio in organizing a State School Board Association. The purpose of both is the same: "to secure more uniform administrative methods throughout the state as well as higher standards of efficiency." This, from Washington. The organization By-Laws of Ohio are more explicit, but in general to the same end: "to promote the efficiency of the public schools through the interchange of ideas; to render more available information regarding the different school systems of the state; to enable boards of education to exert an important influence in educational legislation; to help to secure uniformity in routine matters of school administration, and to promote a feeling of sympathetic interest among county, village, rural and city boards of education."

The need for teacherages, or homes for teachers, in the sparsely settled regions, has been adverted to in these columns. The inability of California to use school funds for this purpose does not lessen the state's interest, or the in-

*"The More Carefully I
Study It, the Better I Like
It. It Is Different."*—

—say prominent educators from every section of the United States who have examined OUR GOVERNMENT by Davis and McClure.

This textbook in Civics presents accurate data for a Course in Civil Government, together with the essential activities of a Course in Applied Community Civics.

This book—NEW—but already used with such gratifying results that it can no longer be considered an experiment, is claiming your attention—and the attention of everyone who is interested in Better Citizenship.

Ask for
a Copy for
Examination

LAIDLAW BROTHERS

Educational Publishers
1922 Calumet Ave.
CHICAGO

ANOTHER SWEEPING VICTORY

for

ISAAC PITMAN SHORTHAND

At the International Shorthand Contest, New London, Conn., Aug. 24, 1922, under the auspices of the National Shorthand Reporters' Association, Mr. Nathan Behrin, an ISAAC PITMAN writer, with no previous practice, won the WORLD'S SHORTHAND TROPHY CHAMPIONSHIP at 280 words per minute, breaking ALL PREVIOUS RECORDS WITH AN AVERAGE ACCURACY PERCENTAGE OF 99.5. Mr. Behrin was also first in the 240 word contest. Mr. Samuel Powsner, an ISAAC PITMAN writer, was the first in the 220 test, and Mr. John Daly, an ISAAC PITMAN writer, was first in the 200 test.

OUT OF 17 CONTESTS 15 HAVE BEEN WON BY PITMAN WRITERS

These remarkable figures demonstrate conclusively and in the most convincing manner the superiority of the world-famous system invented by Isaac Pitman.

Ask for Isaac Pitman Shorthand. Accept no substitute.

Trial Lesson Free

ISAAC PITMAN & SONS

2 West 45th Street, New York

Say you saw it in the Sierra Educational News



Save Young Teeth from Grit

Even a child knows when its teeth and gums are abused by harsh, gritty, soapless dentifrices.

Teachers today know the most effective and trustworthy method of keeping children's teeth bright and smiling is the use of a gentle, "washing" non-gritty dental cream.

COLGATE'S CLEANS TEETH THE RIGHT WAY "Washes" and Polishes—Doesn't Scratch or Scour

It is a double action Dentifrice:

- (1) Loosens clinging particles.
- (2) Washes them away.

Sensible in Theory. You can't beat common sense when backed by modern science. Healthy saliva is practically neutral, sometimes slightly alkaline. Colgate's Ribbon Dental Cream is mildly alkaline, practically neutral, and cleanses without disturbing nature's balance. Avoid dentifrices that are strongly alkaline or appreciably acid.

Colgate's helps to maintain the right mouth conditions.

Correct in Practice. Modern dentists know that harsh drugs and chemicals harm mouth tissues. Colgate's Ribbon Dental Cream does not contain them. Authorities agree that a dentifrice should do only one thing—clean teeth thoroughly. Colgate's does this. No false claims are made that Colgate's possesses any other virtue, but it does possess this one in the highest degree, and in a higher degree than any other kind of dentifrice.

Colgate's cleans teeth thoroughly—no safe dentifrice does more. Used after each meal and just before bedtime it promotes "Good Teeth—Good Health."



**CLEANS
TEETH THE
RIGHT WAY**

"Washes" and Polishes
Doesn't Scratch
or Scour

tention to bring it about, in time. Twenty-six states report legislation for providing such homes: Alabama, Colorado, Delaware, Florida, Georgia, Idaho, Illinois, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Missouri, Nebraska, Nevada, New Mexico, Ohio, Oklahoma, Rhode Island, South Carolina, Tennessee, Texas, Utah, Virginia, Wyoming.

Never before in our history has organization for teachers, and organization for active, aggressive work, been so much in evidence as now. The Department of Elementary School Principals of the N. E. A. publishes a quarterly bulletin with its own editor, and a Year Book whose contents are made the subject for discussion at the following meetings. All publications issue from the office of the N. E. A., 1201 Sixteenth Street N.W., Washington, D. C.; Mr. S. D. Shankland of the N. E. A. office being assistant secretary.

Now the High School Teachers' Association of New York City has undertaken a study of all-the-year school plans. It really does seem as if some scheme should be devised for the all-year use of school buildings and equipments. In rural, city and state school property in the United States there is more than four and a half billions invested. Something more than half of this is for elementary and secondary education. To permit this vast sum to be idle for nine of the twelve months, for two of the seven days and for eight of the fourteen waking hours of the day must seem to be a shameful waste.

State Universities are growing in popularity.

Except an Agricultural College, Massachusetts has never had a state institution of higher learning. How Governor Cox has appointed a commission of seven "to study the opportunities and facilities for higher education," especially with reference to the need of a State University. The Commission consists of two college presidents, two public school superintendents, a labor leader, a business manager and a private citizen—Mrs. George H. Baker.

An elaborate and very valuable Bulletin, No. 9, has just been issued in the Part-time Education series by the University of California. Its title is "The Work of Juniors in Retail Grocery Stores." Previous bulletins have covered similar service in banks, railway transportation, telegraph service and department stores. In the present issue there are detailed analyses of seven different positions in the business and suggestive instructional material. For each position there are set forth, (1) the general facts concerning the job, (2) the duties, (3) the required knowledge (very explicit), and (4) possibilities of promotion. For the assistance of the teacher there are given in an appendix a number of suggested lessons, and a half dozen lesson plans worked out with necessary detail. As related to the trade, there is furnished a list of trade journals and books for reference.

False Economy



To provide expert instruction in penmanship, and to provide anything but good pens and fresh pens to youthful penmen.

School Pen No. 556

America's leading and most popular school pen. A fine-pointed pen, suitable for all grades.

ESTERBROOK PEN MFG. CO.

Camden, N. J.

Canadian Agents, The Brown Bros., Ltd.
Toronto

The AMERICAN CRAYON COMPANY

ESTABLISHED 1835

SANDUSKY-OHIO NEW YORK

The world's largest
makers of Crayons
Water Color Paints
& Allied Products

Upon receipt of request
we will send you book-
let descriptive of any
material in which you
may be interested

Teachers who are interested in the production and use of educational films cannot well afford to be without "Film Progress," a monthly magazine issued from 70 Fifth Avenue, New York, by the National Committee for Better Films. The September number discusses the censorship and its limitations in a sensible

Say you saw it in the Sierra Educational News

EFFECTIVE EXPRESSION

BY CHARLES ELBERT RHODES

More than a complete textbook of composition and rhetoric for high school and first year of college. In a chapter of 60 pages

Oral Composition and Expression

are so comprehensively treated that no further text on this subject will be needed.

T. B. Ford of Lincoln Memorial University writes:

"I wish to commend the emphasis placed on Oral Expression."

New, inspirational, interesting, practical—"Effective Expression" is the fruit of 15 years' teaching experience.

LET US SEND YOU DESCRIPTIVE LITERATURE

532 pages; attractively bound in cloth;

list price, \$1.40

THE GREGG PUBLISHING COMPANY

NEW YORK

CHICAGO

BOSTON

SAN FRANCISCO

LONDON

"THERE IS PLENTY OF SALT IN THE SEA"

In fact the salt content of the entire sea is estimated at
48,400,000,000 million metric tons

To extract from this yearly the small quantity that commerce demands is an elaborate and interesting process, and it takes time, skill and extreme care to produce the high grade product for human consumption that is manufactured by the

Leslie Salt Refining Company

SAN FRANCISCO

SAN MATEO

Say you saw it in the Sierra Educational News

manner; the uses of films in a half dozen large churches; and notes the successful introduction of worthy and attractive pictures into the community theatre at Bellflower, California. The experience of a dozen cities in regulating the character of pictures shown (including Berkeley) is noted. The Society for Visual Education, 806 W. Washington Boulevard, Chicago, as agent, has nearly 2,000,000 feet of film on Red Cross activities. The magazine gives approved lists of new films in literature and nature, and a few short "educationals," together with a number of current pamphlets on related topics.

It is astonishing to hear that there are more than 1200 private commercial and business schools in the United States. A recent Bureau of Education report gives information of 902 of them. With 6000 teachers and an enrollment of more than 300,000 day and night students (less than 50 per cent average attendance), their existence is an unwelcome commentary upon the limited privileges offered by the public schools. Why should young men and women in commercial, stenographic, accountancy, secretarial and salesmanship courses be compelled to pay the fees to a private business venture? The courses are short, 60 per cent of them 12 months or less, and 84 per cent of them less than 18 months. The schools offer training but not education. California reports 50 such plants with an attendance of approximately 10,000.

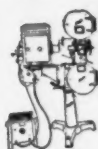
In no other California schools, perhaps, is Red Cross work more systematically and effectively done than in Berkeley. There is maintained a chapter school committee and a Junior Red Cross organization represented in every school. From the pupils of each school there is chosen a member of the Council. International, national and local projects are supported, including international correspondence; there is a shoe depot; a production department in home economics, hand work and art. In the organization, the President of the Student Body of the Berkeley High School and the President of the Girls' Association are president and vice-president, respectively, of the Council. There is nothing slack in the management nor perfunctory or inopportune in the products. Other cities may take counsel in these matters from Berkeley.

The matter of desk copies for teachers, of books used in the schools has been the source of much confusion and not a little bitter jealousy. There is no more reason apparent why texts used in the regular course should be furnished free of school expense than why reference books, ink, maps, etc. should be so supplied. They are part of the school equipment and not the property of the teacher or the school board members; they are the "property of the district" and are to be so marked. For teachers to expect free desk copies for themselves is a remnant of the old-time competitive campaign for open adoptions. It is believed that California teachers are considerate in this matter, and do not expect personal favor.

OUTLINES War, Geography, History, Civics, Arithmetic, Grammar, Business Forms, Botany, Map Series, Physiology, Physics. They are pamphlets prepared to meet the almost universal demand for a brief summary of the important facts in the various branches, but not so brief but that the student may secure an intelligent knowledge of the subject without the use of other textbooks for explanation. **Price 20c.**

Discount on orders of ten or more
JENNINGS PUB. CO., INC.
Box 17, Brooklyn, N. Y.

Hester Grammar School, San Jose; St. Joseph's Academy, Alameda; Glenn Co. High School, Willows; and Fowler Union High School, Fowler, have installed the



Simplex

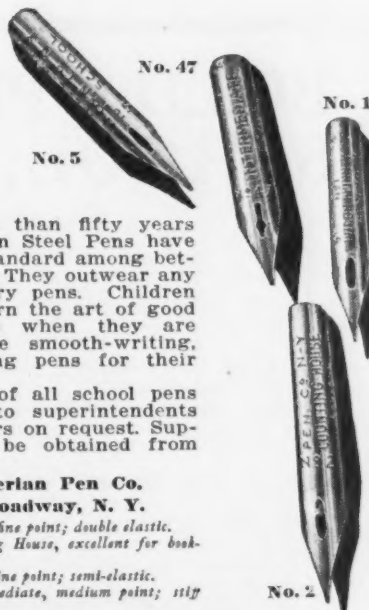
Projector

Simplex always gives
Satisfaction

Interesting literature on request from

Western Theatre Supply Co., Inc.

121-127 Golden Gate Ave. - San Francisco



FOR more than fifty years Spencerian Steel Pens have been the standard among better schools. They outwear any two ordinary pens. Children quickly learn the art of good penmanship when they are given these smooth-writing, long-wearing pens for their work.

Samples of all school pens furnished to superintendents and teachers on request. Supplies may be obtained from the trade.

Spencerian Pen Co.
349 Broadway, N. Y.

No. 1—College, fine point; double elastic.
No. 2—Counting House, excellent for book-keeping.
No. 5—School, fine point; semi-elastic.
No. 47—Intermediate, medium point; stiff action.

Spencerian
School Pens

Say you saw it in the Sierra Educational News

Erasers For Your School Work!

NEATNESS is one of the prime essentials in school work and yet "to err is human"—especially among young pupils. Eberhard Faber erasers will help to correct



For school use

these mistakes and still leave the paper clean, unscratched and as neat as if the erasure had never been made.

There is an eraser for every purpose. Those shown here are best for school work.



"Cleans as it erases"

Send for samples and further information

EBERHARD FABER  **37 GREENP'T AVENUE**
BROOKLYN, N. Y.

BUILD A PERMANENT SCHOOL LIBRARY

Your school library—25 years from now—should still broadcast its cultural message of beauty, harmony and durability.

It will, provided you build for the future. Over 25 years ago Library Bureau equipped a number of school libraries. Today that equipment is still in prime condition—a joy and inspiration.

Library Bureau school library equipment is specially designed and made to withstand the strenuous usage of growing youngsters.

Let us refer you to schools which have had experience with Library Bureau library furniture.

You will get some interesting facts.

Our library specialists are yours to command. Why not use their wide experience? Their counsel involves no obligation or expense.

Distributors
for Library
Bureau



School, Library
Bank & Office
Furniture

539 Market Street, S. F.

SAN FRANCISCO

OAKLAND

LOS ANGELES

PORTLAND

SEATTLE

Say you saw it in the Sierra Educational News

An interesting movement is on in Ohio which other states may well copy. The first steps have been taken to organize the 2,500 local boards of education with a society for co-operative work. A state-wide program is being formulated looking to better financing of the schools, the strengthening of weak school districts, better provisions for transporting pupils to consolidated schools and changes in the state school building code. Every one of these and kindred problems is quite within the group of needs for California schools.

In California the following systems have separate administration for part-time classes: Alameda, Berkeley, Corona, El Monte, Huntington Park, La Verne, Long Beach, Los Angeles, Oakland, Petaluma, Pomona, Richmond, Riverside, Sacramento, San Diego, San Francisco, San Luis Obispo, Santa Barbara, Santa Rosa, South San Francisco, Stockton, Watsonville. Already the state reports 14,398 pupils in part-time schools. Taking Berkeley as typical, there are offered approximately one hundred courses in four major groups, including academic courses in English literature, arithmetic, algebra and geometry.

In certain German cities it was found the wage earners 14 to 18 years of age were addicted to needless spending of their money. To counteract this tendency these young people were required by law to save a certain proportion of their wages. The employer keeps out this amount and deposits it in the name of the worker. In Berlin of the 90,000 in the group, 32,000 accounts were opened in the five months since.

Dean Baldwin Woods of the University of California announces that Dr. E. Charlton Black, Senior Professor of English, Boston University, has been appointed to the faculty of the California University as lecturer on modern English poetry and the Shakespearean drama, at the summer sessions. Professor Black's first course of lectures on English Poetry from Wordsworth to Masefield will be given at Los Angeles in July, 1923. Professor Black has been busily at work all summer, bringing out additional volumes in the New Hudson Shakespeare, of which he is now the chief editor. The first part of King Henry IV is out, the second part is on the press. Othello is coming along rapidly. Professor Black also has about ready a Shakespeare manual for which teachers of English are looking eagerly.

Consolidation of schools gains adherents. Among the states the following figures are given: Nebraska, 97; Colorado, 147; South Dakota, 200; Oklahoma, 200; Missouri, 237; Iowa, 400.

Secretary Mellon announces that President Harding has appointed Mr. Henry H. Hilton of the firm of Ginn and Company, publishers, of Chicago, a member of the Tax Simplification Board, representing the public. The Tax Simplification Board was established in the Treasury Department under the Revenue Act of 1921, to consider the regulations, forms and procedure

TEACH BOYS AND GIRLS THRIFT

An opportunity for you to have this very successful school savings system in your own schoolroom. A package containing directions and supplies for a room sufficient for from 1 to 2 years now on sale.

Order today or write for free booklet.

Duplicate Punch School Savings System
Lynn, Mass.

ENTERTAINMENTS —Good Ones—

For School, Church, Lodge, Clubs, Etc.

Free Help-U Catalog

Eldridge Entertainment House

Franklin, Ohio Denver, Colorado
-also- 944 So. Logan St.

Cantilever Shoe

for Men,
Women and
Children

EASY ON YOUR FEET



CANTILEVER SHOES are easy on your feet.

They support the arch with a scientific shank, which relieves the bones and muscles of strain.

But this shank is flexible as a moccasin. Instead of binding and restraining the foot as metal supports do, it bends with every movement of walking. CANTILEVER SHOES correct fallen arches by thus exercising and strengthening the muscles.

CANTILEVER SHOES provide room for the toes. The heel-seat is narrower, fits more snugly than in ordinary shoes. There is no rubbing to blister the foot. The heel is slightly higher on the inside than on the outside, so that the brunt of your weight is not borne by the inside of the arch, flattening the foot, but is evenly distributed over the heel, the ball, and the outside of the foot.

The natural inner-sole line, which allows the toes to point straight forward in the normal way, is another of the features of CANTILEVER SHOES which make the correct posture the easy one.

Expert Fitting Always

Cantilever Shoe Stores, Inc.

ROOMS 250-252 PHELAN BLDG.

Arcade Floor—San Francisco

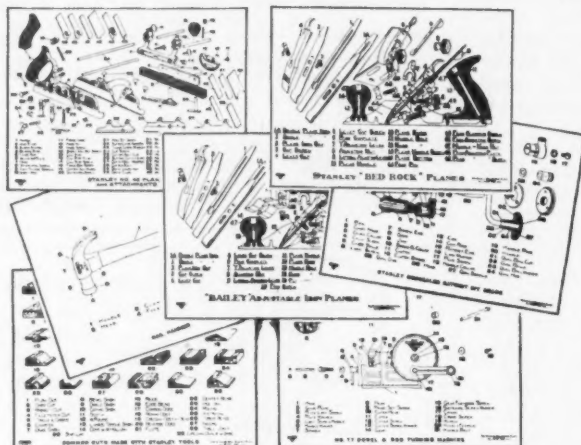
Rooms 201-205 Henshaw Bldg.

14th and Broadway, Oakland

Mail Orders Filled. Send for Booklet.

relating to the administration of the tax laws in the Bureau of Internal Revenue! The members of the Board, appointed by the President and representing the public, serve without compensation except reimbursement for necessary expenses. The work which the Board has in

STANLEY Tool Charts



Invaluable for every Manual Training class, because they tell the student, at a glance, every part of the Tool, and the correct technical name of each part.

**Complete Set
of 7 Charts
SENT FREE**

to any teacher of Manual Training making a request for same.

Ask for "Stanley Tool Charts, Set No. 17-N". Address:

**THE STANLEY RULE & LEVEL PLANT
THE STANLEY WORKS, NEW BRITAIN, CONN.**

New York

Chicago

San Francisco

Los Angeles

Seattle

Manufacturers of Wrought Hardware and Carpenter Tools

hand is a very important one and concerns nothing less than the reorganization of the administrative work of the Bureau of Internal Revenue, which, among other things, handles all of the income tax business. This is the second time in recent years that Mr. Hilton has been called into important service for the Government. At the close of the war he was asked to represent the Government in settling up with the educational institutions all over the country where S. A. T. C. work had been established. Mr. Hilton has many friends in the Pacific Coast States, especially among the colleges which he visits from time to time in the interests of Ginn and Company's editorial department.

Present at the Louisville meeting of the International Kindergarten Union this summer were delegates from thirty-three states and five foreign countries—Hawaii, Chile, England, France and Czecho-Slovakia. One encouraging feature of the gathering was the large number of primary teachers, elementary school principals, superintendents and social workers. The spirit of the kindergarten is becoming a force in all elementary education and everywhere looks to superior service to boys and girls.

During the meeting of the Chiefs of Police at San Francisco in June, Chief August Vollmer of Berkeley asserted that "there are 500,000 criminals in confinement and as many more well-known criminals at large, with the result that the country pays twice as much for police protection as for education." Socially, econom-

ically, morally and industrially, these million waywards are a menace, not to the existing adult generation, but the youth coming on. The nearly two billion spent on the former would make possible such extension of school privileges and child care as to give hope of a universally literate, self-respecting, self-supporting productive citizenry in a generation.

Eight states now have some form of teacher tenure law; and 48 cities. Four of the states are Western, and four on the Atlantic side. Thirty-seven cities of 25,000 population or more report no tenure laws in force. Twenty-five states maintain teachers' pension systems, and 56 cities. Of 77 cities, 47 report the employment of a state fund, 17 a local fund, and three both state and local. The single-salary schedule for teachers is in operation in Des Moines, Sioux City, Spokane, La Crosse, Beloit, Minneapolis, Duluth, Harrisburg, Chicago, Omaha, Birmingham and Denver.

Seattle is to have a new million dollar Roosevelt High School. It will cover an area of two city blocks, and will be the largest and most imposing school structure, perhaps on this coast.

Two radical measures have been announced by State Superintendent of Schools L. E. Wooster of Kansas, as follows: (1) Schools and colleges that permit the use of tobacco in any form by administrative heads, instructors or pupils, can not remain on the accredited list; (2) credits sent to the state department from

Say you saw it in the Sierra Educational News

normal schools, colleges and universities where the heads of these institutions, faculty members or students use tobacco in any form will not be accepted for certification. Aside from the fact that there appears to be no legal authority for this official decision, one may well question its good sense.

The County Superintendents of Wisconsin, at their recent convention, are reported to have voted almost unanimously in favor of a County Board of Education with power to appoint the County Superintendent. The State Teachers' Association also endorsed the plan. Is California ready to join a similar movement?

Hawaii has 34 newspapers, of which four of the seven English papers are dailies, and seven of the fifteen Japanese. Among the 34 are four Chinese, four Korean, three Portuguese and one Philippino. It is a distinctly Oriental population. The education task is complicated.

High School Geography

(Continued from page 105)

scholarly compendium of economics and commercial and industrial information having geographical meanings. Altogether the book would seem to be a usable text for secondary schools. There is much need for such a serious consideration by American youth of geography and its congener sciences. They are widely inclusive and basic in any study of the industries and large business. They are both humanizing and liberal, practical and cultural. Stimulated by the happenings of the world war and the contact and mutual reactions of many nations, geography in America has appreciated in value for, not business, alone, domestic markets and transportation, trade and commerce; or for the conduct of our foreign relations, but as cultivating a sense of world unity. In important ways each nation is the door-yard of every other. Neighborliness is not a mere matter of nearness of location. There was never so much need of any one people's knowing the ways and biases and economic and social attitudes of every other as now. And the study of geography, liberally interpreted, is the one available instrument for winning a world-wide comradeship. Among the geographical phenomena there are innumerable points of contact. For this purpose history is impotent on the lower levels; literature is idealistic and alien to the great populations; science shares with geography as the mordant of inter-national ideas of county and cooperation. Adolescence and the secondary school are adopted to the newer vision. In the individual this is the period of the explorers and travelers; of Columbus and Bacon, of Huxley and Lyell, of Franklin and Livingston and Nielsen. And exploration forays into the field of world commerce and exchange may be made no less enticing than a hunt through the polar regions, and is far more comfortable. High School Geography throughout carries economic meanings, along with the higher meanings noted. It is a stimulating text.

Say you saw it in the Sierra Educational News

CALIFORNIA SCHOOL of ARTS and CRAFTS INCORPORATED

2119 Allston Way

Berkeley, Calif.

:—:

A definite training given students for the

ART and CRAFT PROFESSIONS:

Designing

Illustration

Teaching

Poster and Commercial Art

Interior Decoration

Craft Work

Portrait, Landscape and Mural Painting.

:—:

Day, Evening and Saturday Classes

:—:

Spring Term Now Open

:—:

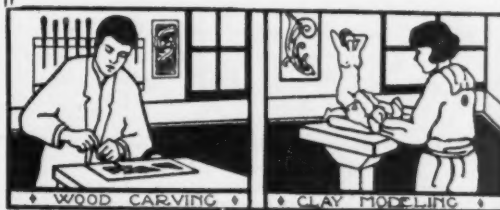
Write for Illustrated Catalog.

F. H. MEYER, Director.

2119 Allston Way

Berkeley

California



SCHOOLS^{AND} COLLEGES

Your Students---

will find a Heald Business Training of very real value. The knowledge of Business Principles a Heald Training will give them will be a powerful factor in their advancement, now, and in years to come



Day or Night Classes

Individual Instruction

HEALD'S BUSINESS COLLEGE

San Francisco

Oakland

Sacramento

San Jose

CALIFORNIA SCHOOL of FINE ARTS

Affiliated College of the University of California. Cor. California and Mason Sts., San Francisco.
Lee F. Randolph, Director.

Thorough courses in Life and Portrait Drawing and Painting. Teachers' Course and other branches.
New term opens January 2, 1923. Sculpture, Design, Crafts, Interior Decoration, Stage Design,
Commercial Art, Illustration. Illustrated catalog mailed on request.

INSTITUTE OF MUSIC

of San Francisco
Faculty of Twenty Artist Teachers
All Branches of Musical Art
For Catalog and Information Address
ARTHUR CONRADI, Director
Kohler & Chase Bldg.
26 O'Farrell St., San Francisco

Virginia has just made a complete health survey of the public schools. It reached every one of the 100 counties and twenty cities. In the former, of an enrollment of 414,610, there were 193,099 inspected. Of 110,240 enrolled in city schools, all were inspected; as to vision, hearing, teeth and tonsils. A total of 44,200 were found with defective sight, 14,432 with defective hearing, 132,778 having defective

teeth, and nearly 10,000 with defective tonsils. An average of 10 per cent were found under weight.

The Bureau of Research Studies in Education of the University Nos. 9 and 10, comprise a report on Practice in using a Handwriting school by Cyrus D. Mead and Howard O. Welte, and the results of Measuring Classroom Products in the elementary schools of Richmond; including committee reports on composition, the use of the library and investigation of teaching geography. Upon the last topic will be found elsewhere an extract from the report.

Slowly the conviction is growing that fathers as well as mothers are responsible for the education and the upbringing of the family's children. It is reported that in Missouri where the Parent-Teacher Associations are strong, than half of them are led by men.

Say you saw it in the Sierra Educational News

Members of the C. T. A. will be interested in this statement of the budget adopted by the Kansas State Teachers' Association for 1923:

Salary of Secretary.....	\$ 5000
Office Rent	1200
Program Talent	6000
Paper for the Kansas Teacher.....	4000
Printing the Kansas Teacher.....	8000
Postage, telegrams, telephones, etc.....	2500
Express, freight and drayage.....	150
Traveling expenses of the Office.....	1000
Teachers' Placement Bureau.....	10000
Expenses of Board, Committees, etc.....	1200
Office Expenses	1500
Advertising and Publicity	2000
Office Help	9000
Auditing, etc.	400
Legislative Work	2000
Miscellaneous	1000
Reserve Fund	2000

\$56,950

Alaska with 4000 school children and 150 teachers held its first Institute recently, at Ketchikan. About half the teachers were present. And when one remembers the long distances to be traveled by some of them to reach any place, and the limited means and conveniences of transportation, one wonders at the scattering attendance of California teachers at some of the gatherings.

No school man, perhaps, in this country has, along with a comprehensive and critical acquaintance with the theory and development of our American education, combined such intimate and understanding appreciation of the details of school practice as has Frank E. Spaulding. Of superior scholarship gained in schools both at home and abroad, a Superintendent of Schools, now Dean of the Graduate School of Education in Yale, he is richly equipped for manifold educational studies. There has recently been issued by Newson and Company a brochure entitled *Measuring Textbooks*, that is a gem among teachers' manuals. It comprises a Measure for Primary Readers, a Measure for Literary Readers, a Measure for Language Books, and a Measure for Spelling Books. Each is considered from the chief objectives of their use. It is a serviceable manual, at the same time that it exemplifies in its phraseology and the organizations of his thought a fine literary sense. There is nothing either over-technical or commonplace in the book.

Mrs. O. Shepard Barnum, vice-president of the State Board of Education and a member since the reorganization of the Board, has resigned. There has been appointed to fill the vacancy, Mrs. Carrie Parsons Bryant of Los Angeles. The other vacancy on the Board has been filled through appointment of Mr. Clarence Jarvis of Sutter Creek. Mrs. Bryant is prominent in club circles in the south. Mr. Jarvis is a former member of the State Board of Control. Mrs. Barnum has served the State long and faithfully and retires with the best wishes

When You Shade Your Lamp

An evening to yourself—with the newest magazines! You drop eagerly into the armchair by the library table and settle down to read. But, first, you adjust the lampshade to shut out the glare. For it's the glare that tires your eyes.

And in school, also, it's the glare that tires your pupils' eyes. To prevent this eyestrain BANK STOCK School Stationery was evolved. The neutral tint of this paper is soothing. It absorbs the light rays and eliminates harmful reflection. BANK STOCK is good for the eyes.

And when you guard your own sight by adjusting the lampshade, remember to protect that of your pupils by seeing that they get BANK STOCK paper.



Knight-Counihan Company

Successors to

Myself-Rollins Bank Note Co.

32 Clay St.

San Francisco

Say you saw it in the Sierra Educational News

DEPARTMENT OF SUPERINTENDENCE—CLEVELAND, February 25 to March 1

We shall be glad to see you at our Booth, No. 15.

Our employment service, national in scope and comprising the largest teacher-placement work under one management in the United States, includes departmental and administrative work in public and private schools, colleges and universities. We operate the FISK TEACHERS AGENCY of CHICAGO, the NATIONAL TEACHERS AGENCY and the AMERICAN COLLEGE BUREAU.

EDUCATION SERVICE—Ernest E. Olp, Director.

Steger Building, Chicago
Security Building, Evanston

Southern Building,
Washington

1254 Amsterdam Ave., New York
14 Beacon St., Boston

DIPLOMAS

WITH LEATHER COVERS—IN ALL SIZES

PACIFIC ENGRAVING CO.

316 West Pico Street

Los Angeles

**WHY NOT
TAKE YOUR
SUMMER
SCHOOL
COURSE
IN EUROPE
NEXT
SUMMER?**



The University of Southern California makes this possible. The University has placed The Clark Tour to Europe in their Extension Division and will give University Credit for it. The Tour is heartily endorsed by State Supt. Will C. Wood and many others. It is given credit by the State Department of Education of California, and by the Universities of Southern California and of Indiana. It is distinctly educative in character and worth while for any one who desires the best of Europe in a Summer Trip. The Leader and Organizer of this tour is one of the Extension Lecturers of the University of Southern California. The Tour will do you good and will be a delightful Summer School.

Three sailings: June 16, June 30, July 7.

Write for Itineraries and particulars.

THE CLARK TOURS, VENICE, CALIFORNIA

E. W. Clark, Supervising Principal
Senior and Junior High Schools,
Venice, Conductor and Organizer.

of a multitude of friends. The new members of the Board are given hearty welcome by the Sierra Educational News.

The State of Washington has provided 300 teacherages in its backward communities. It appears that the living and boarding conditions in many districts were very bad. It is doubtful if the situation in California is as bad as some of the reports for Washington show; but there is need for such provision here, also.

The Iowa State Teachers' Association is an organization of Gorganthan proportions. Like

the C. T. A., it comprises six sections. The general session was held early in November at Des Moines. The programs published in advance showed assignments for 23 departments, besides more than 30 round tables. Twenty banquets or special dinners and luncheons were regarded as of sufficient importance to be noted on the general program. Provision has been made to affiliate local associations and teachers' clubs with the state body.

The Council of Education of the Southern Section, C. T. A., is the Executive Body of that Section. At its meeting held January 20, the following people were elected to serve the ensuing two years on the State Council of Education:

Geo. C. Bush, Superintendent of Schools, South Pasadena.

John A. Cranston, Superintendent of Schools Santa Ana.

Wm. P. Dunlevy, San Diego.

Miss Isabella Hilditch, National City.

H. M. Rebok, Superintendent of Schools, Santa Monica.

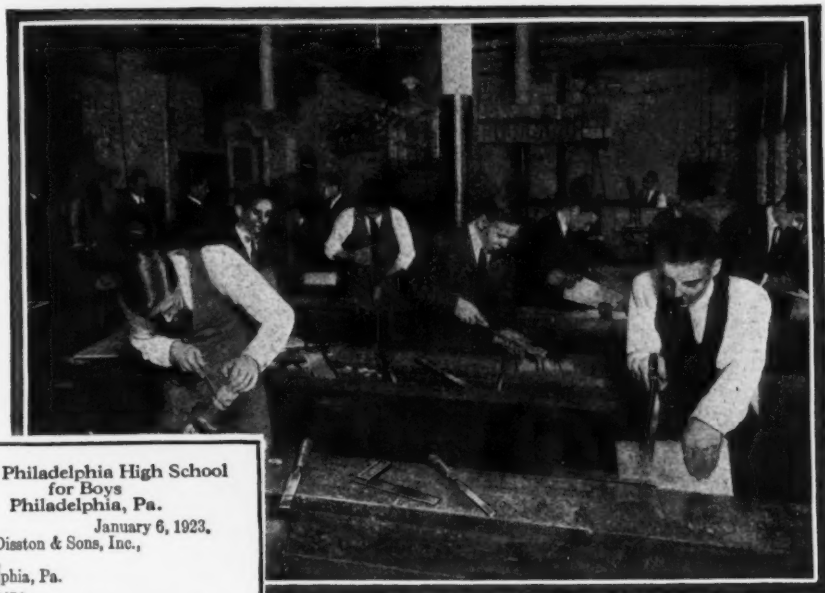
A. F. Vanderift, Polytechnic High School, Los Angeles.

R. D. White, Superintendent of Schools Glendale.

Elaborate plans are forming for a comprehensive study of Oklahoma's state school system. A legislative Act, 1921, set aside, \$20,000, and a commission has been chosen consisting of eight members of the Bureau of Education staff, with Dr. William T. Bawden as chairman, and ten associates from almost as many states. The entire membership is from outside Oklahoma. The survey contemplates "an inquiry into educational legislation;" administration of the State Department; taxation and revenues; expenditures and accounting; rural schools and the county superintendency; special problems of the urban schools; the preparation and supply of teachers; higher education; physical education; Indian and negro schools. The responsible commission consists of the State Superintendent, five city superintendents and an executive secretary. The published results should be of value to other states than Oklahoma.

Say you saw it in the Sierra Educational News

Better Work



South Philadelphia High School
for Boys
Philadelphia, Pa.

January 6, 1923.

Henry Disston & Sons, Inc.,

Tacony,
Philadelphia, Pa.

Gentlemen:

Through the courtesy of your Educational Department, I received a number of booklets which have proved to be of value to me in the Mechanic Arts Department of this school.

When I came into the Philadelphia School system eighteen years ago, I found the students using your saws, and, for replacement and additional orders I have always specified Henry Disston products. In the file line, occasionally some other make will creep in, but after a few strokes I am sure to detect the interloper.

I consider it a great aid to Mechanical and Industrial Training throughout the country to have Henry Disston & Sons, Inc., send its literature to the instructors and students of such institutions.

Very truly yours,

WM. COWPERTHWAIT

South Philadelphia High School for Boys, Philadelphia, Pa., is equipped with Disston Saws, Tools and Files

GOOD instruction and good tools make the combination that insures better work in training schools. Disston Saws, Tools and Files make good the instruction of the teacher. They do the work and do it well. They inspire trust in the pupil, they give him confidence in his ability, pride in his efforts and their use insures better work.

Write to Department N for information about any Disston Saw, Tool or File or Disston Educational Booklets and charts

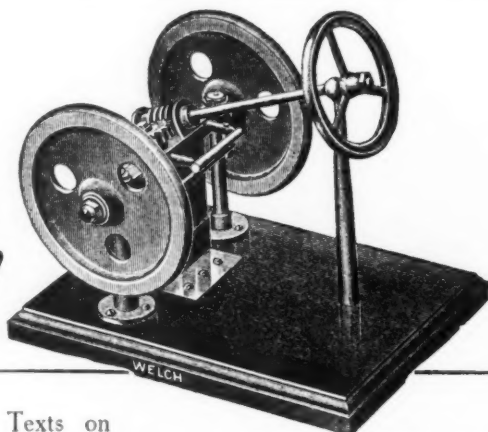
Henry Disston & Sons, Inc.
Philadelphia, U. S. A.

DISSTON

SAWS TOOLS FILES

Say you saw it in the Sierra Educational News

**For Your
Laboratory**



Three recently revised Texts on
Physics have included a chapter on Automechanics. TO MEET THIS NEED we are
prepared to furnish equipment for teaching the mechanics of the **Differential, Steering
Gear, Universal Joint, Timer or Distributor, and Gear Shift or Transmission.**

The Automobile Steering Gear

No. 653 Mechanical principles of the Automobile Steering Apparatus demonstrating essential parts and motions. Shows the worm gear and its applications. Variations in different types may be pointed out from the fundamental form. This is the only design of its kind and the only instrument ever made to show forcibly and effectively this application of mechanics in the automobile steering mechanism. Height about 20 cm.

— :: —

Catalogs Sent to
Schoolmen
Upon Request.
Give Your Official
Position

A. Agricultural Apparatus and Supplies.
B. Biological Apparatus and Supplies.
C. Chemicals, Minerals, Reagents, etc.
G. Physics and Chemistry Laboratory Apparatus.
L. Lantern Slides and Projection Apparatus.

Exclusively represented in California, Nevada and Arizona by

C. F. WEBER AND COMPANY

985 MARKET ST., SAN FRANCISCO, CAL.
RENO, NEVADA

222 S. LOS ANGELES ST., LOS ANGELES
PHOENIX, ARIZONA

Write your nearest office

CA Sign of Quality **WELCH** *CA Mark of Service*
QUALITY SERVICE

W. M. WELCH MANUFACTURING COMPANY

Manufacturers, Importers and Exporters of
Scientific Apparatus and School Supplies

1516 Orleans Street

Chicago, Ill., U. S. A.